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ABSTRACT

In 1989, a study was conducted to examine the influence of student demographics (e.g., age, race, and year of high school graduation) and student enrollment characteristics (e.g., full-/part-time and new/continuing) on enrollment trends in Virginia community colleges. Telephone interviews were conducted with a representative sample of 601 students, soliciting information about the importance of various factors and goals in their decision to attend a community college, their educational plans, high school background, applications to four-year colleges, and perceptions of relative college costs. Study findings included the following: (1) 88% or more regarded acquiring basic skills, gaining a sense of personal accomplishment, acquiring general knowledge, and preparing for a career or occupation as "very" or "somewhat" important; (2) those in the youngest age group (17-21 years) were most likely to consider transfer to a four-year institution as "very important" in their decision to attend a community college, while the oldest age group (35+ years) was most interested in gaining a sense of personal accomplishment; (3) two-thirds of the respondents considered course and program availability, quality of teaching, and location to be "very important" factors in their choice of college; (4) location and cost were "very important" to more returning students than to new/transfer students; (5) 49% planned to complete a community college program and 35% thought it would take 1 year or less while 37% thought it would take 2 years; (6) one-third indicated that they had applied to a four-year school, and part-time students were more likely than full-time students to have been accepted; and (7) over 80% perceived community colleges as less costly than four-year public or private institutions. Appended to the study are analyses of survey responses broken down by student characteristics, responses to open-ended questions, the survey instrument, and a sample size and sample error chart. (VVC)

**SURVEY OF ENROLLMENT DECISIONS OF
VIRGINIA COMMUNITY COLLEGE STUDENTS**

Prepared for:

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

by:

**SURVEY RESEARCH LABORATORY
VIRGINIA COMMONWEALTH UNIVERSITY**

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October 20, 1989

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TABLE OF CONTENTS

INTRODUCTION	1
METHODOLOGY	2
RESULTS	5
Factors In Community College Enrollment Decisions . .	5
Factors in Enrollment Choices	9
Timing of Decision to Attend	11
Program and Future Enrollment Intentions	13
Application to Four-year Colleges	15
Perceptions of Costs of Other Educational Institutions	17
Respondent Characteristics	18
Open-ended questions	20
REFERENCES	21
APPENDICES	22
Appendix A -- Tables	22
Appendix B -- Survey Instrument	90
Appendix C -- Sample Size and Sample Error Chart . . .	100

INTRODUCTION

Recent concerns about community college enrollment trends have prompted detailed studies of systemic influences on enrollment (Johnson and Bromley, 1986; Puyear, 1989). Several years ago changes in the age structure of student populations, economic conditions, competition with four-year colleges and universities, and tuition cost increases were perceived as contributing to possible future declines in student enrollment in Virginia community colleges (Johnson and Bromley, 1986). While such declines have not materialized, enrollment in Virginia community colleges is somewhat erratic from year to year. The change from a quarter to semester schedule for fall, 1988, was associated with a short-term decrease in enrollment of part-time students, occupational degree students, and full-time degree students (Puyear, 1989).

To date, enrollment data have been analyzed in terms of student demographics (e.g., age, sex, race, year of high school graduation) and enrollment statuses (e.g., full-time vs. part-time, type of program). The present study was undertaken in an effort to enhance understanding of the individual decision-making processes that contribute to enrollment trends. Specifically, is the decision-making process different depending on student demographics (age, race, year of high school graduation) and student enrollment characteristics (full-time vs. part-time, new vs. returning)? A representative sample of students currently

enrolled in the Virginia Community College System were interviewed by telephone and asked about their decisions, including the relative importance of certain factors, timing, continuation plans, applications to four-year institutions, and perceptions of relative costs.

METHODOLOGY

This report is based upon data collected from a telephone survey of 601 individuals randomly selected from those currently enrolled at colleges in the Virginia Community College System. Interviews were conducted October 1-16, 1989. A copy of the questionnaire is reproduced in the appendix.

All interviewing was conducted from the facilities of the Survey Research Laboratory at VCU by paid interviewers. Interviewing was continuously supervised. Each telephone number in the sample was called up to four times on different interviewing shifts in an attempt to reach respondents who were infrequently home. Many respondents who could not be interviewed when originally contacted were called back by appointment. Completed interviews were obtained with 66% of all respondents whose households were reached during the interviewing period.

Names and telephone numbers of currently enrolled students

were obtained from the central database of the Virginia Community College System, and from the individual colleges. Names were selected at random. After an initial sample was drawn, the names were sorted into four groups: (1) new and transfer full-time students; (2) previously enrolled (returning) full-time students; (3) new and transfer part-time students; (4) previously enrolled (returning) part-time students. Within each group, the order of the names was scrambled. Interviews were obtained from at least 150 individuals within each group. This grouping -- or stratification -- was done in order to have enough cases to make valid comparisons among different types of students, since it was believed that motivation for attending college, future plans, and other characteristics of interest would vary by type of student.

In reporting results for the entire sample, the data have been weighted so that each of the four groups accounts for a portion equal to its appropriate share of the entire population of community college students. All tables showing totals for the entire sample will use weighted percentages, but where the number of cases in a group is shown, this figure will always be the unweighted -- or actual -- count of respondents.

The percentages in a sample survey are estimates of what the percentage would be if all members of the population could be interviewed. Because of chance variation, the results from no single sample are likely to correspond exactly to the true values

in the population. The expected variation of samples is usually referred to as "sampling error," and is primarily a function of sample size. The sampling error associated with a sample of 600 individuals (using stratification as described above) would be plus or minus 4.5 percentage points at the 95 percent level of confidence. This means that in 95 out of 100 similar samples of 600 individuals, we would expect the results to be within plus or minus 4.5 percentage points of the result that would be obtained by interviewing all community college students who had telephones.

Sampling variation (or sampling error) is primarily a function of sample size. While the sampling error for the entire sample of 600 is plus or minus 4.5 percentage points, sampling error for one of the subgroups of 150 (for example, returning full-time students) would be plus or minus eight percentage points. A chart showing the relationship between sample size and sampling error for random samples is included in the appendix. Stratified samples will generally have a slightly higher sampling error than that shown in this chart.

RESULTS

Factors in Community College Enrollment Decisions.

Table 1 presents data on survey items for the total sample and for categories of student status (full-time vs. part-time) and enrollment status (new or transfer vs. returning). For four of the five items assessing the relative importance of various factors in their decisions about whether to attend a community college, a substantial majority (88 percent or more) of all students considered each factor to be "very" or "somewhat" important. However, desire to prepare for transfer to a four-year college or university was rated "very" or "somewhat important" by only two-thirds (65 percent) of all students. More full-time than part-time students (61 percent vs. 36 percent) rated a desire to prepare for transfer as "very important." Desire to prepare for an occupation or career was also rated "very important" by more full-time students (86 percent vs. 68 percent). Of those who indicated that preparation for an occupation or career was "very" or "somewhat" important, full-time respondents were more interested than part-time respondents in preparing for a new occupation. Full-time students had greater interest than part-time students in preparing for a first full-time job, and part-time students were correspondingly more interested in improving their skills on their present job. The two groups were similar on other measures of the decision to

attend a community college. New/transfer students were generally similar to returning students on these items.

As described in the section on methodology, the sample was designed to represent four different types of students. In the discussion of results by these sample basis groups, the types of students will be referred to in the following manner: 1) New/ft = New or transfer students who are enrolled full-time, 2) New/pt = New or transfer students who are enrolled part-time, 3) Return/ft = Returning students who are enrolled full-time, 4) Return/pt = Returning students who are enrolled part-time.

New/ft and return/ft respondents considered preparation for transfer to a four-year institution to be "very important" more often than did new/pt or return/pt students (Table 2). New/ft and return/ft students were more interested than the other two groups in preparing for an occupation or career. Of those who considered preparation for an occupation or career to be "very" or "somewhat" important, new/ft respondents were most interested in preparing for a new occupation. New/pt and returning/pt students were more interested than the other groups in improving skills on their present jobs. New/ft and return/ft students were more interested than the other groups in preparing for their first full-time jobs. In general, whether students were full- or part-time was more predictive of their responses to items assessing importance of various factors in the decision to attend

a community college than was whether they were new or returning. There were no substantial differences among sample basis groups on the importance of acquiring basic skills, gaining a sense of personal accomplishment, or acquiring general knowledge.

Respondents were divided into three age categories for analysis: 17-21 years, 22-34 years, and 35 years or more (data in Table 3). Those in the youngest age group were most likely to indicate that desire to prepare for transfer to a four-year institution was "very important" in their decision to attend a community college. The youngest age group was also most interested in preparing for an occupation or career. Desire to acquire basic skills for further learning and desire to acquire general knowledge were slightly more important to the two younger age groups. The oldest respondents were most interested in gaining a sense of personal accomplishment.

Of those who considered preparing for an occupation or career "very" or "somewhat important," the majority of those in the oldest age group (51 percent) wanted to improve skills on their present job, while the majority of those in the two younger age groups wanted to prepare for a new occupation. The youngest respondents were more likely than the other two age groups to indicate that preparation for a first full-time job was their most important occupational goal.

An analysis of three groups differentiated by year of high school graduation (1989 or 1990; 1985-1988; 1984 or earlier) is presented in Table 4. Results for questions assessing the importance of various factors in the decision to attend a community college were quite similar to those for age of student. Respondents in the more recent high school graduating classes replied that preparing for transfer to a four-year institution and preparing for an occupation or career was "very important" more often than those in earliest category of graduating classes. Responses to the other enrollment decision items were similar according to high school graduating class.

The original six categories of race were collapsed into two categories for analysis, as follows: 1) Spanish surnamed respondents were considered "white," and 2) respondents of other races (Black, American Indian, Oriental, and Other) were considered "nonwhite." Eighty percent of sample respondents were classified as "white" and 20 percent as "nonwhite." Results of the tabulation of race by enrollment decisions can be found in Table 5.

In answer to questions about factors influencing their decisions to enroll in a community college, the two racial groups were similar in their responses about the importance of acquiring general knowledge. Nonwhites were somewhat more likely than whites to emphasize the importance of preparing for transfer to a

four-year institution (54 versus 40 percent "very important"), acquiring basic skills for further learning (77 versus 68 percent "very important"), gaining a sense of personal accomplishment (84 versus 72 percent "very important"), and preparing for an occupation or career (84 versus 71 percent "very important"). Among those who considered preparing for an occupation or career "very important," the two racial groups were similar in their occupational goals.

Results by geographic region of the state are presented in Table 6. Regional differences were modest on items assessing the importance of a desire to prepare for transfer to a four-year school, desire to acquire basic skills for further learning, and gaining a sense of personal accomplishment. Respondents in the Northwest and D.C. suburbs were somewhat less likely than those in other regions to consider the desire to acquire general knowledge "very important." Respondents in the Western region tended to place more emphasis on preparing for an occupation or career (84 percent "very important") than those in the other four regions.

Factors in Enrollment Choices.

In decisions about whether to attend their specific community colleges, the two-thirds of respondents considered

availability of courses or program (67 percent), quality of teaching (67 percent), and location (67 percent) to be "very" important. Fewer respondents considered cost (53 percent) and open admissions (39 percent) to be "very important." There were no major differences between full-time and part-time students on these questions. Location and cost were "very important" to more returning students than to new/transfer students.

For sample basis groups, whether students were new or returning was more predictive of responses than whether they were full-time or part-time. Location and cost were "very important" more often to return/ft and return/pt than to the other sample basis groups. The four groups were similar in their responses to questions about the importance of the availability of courses or programs, the quality of teaching, and open admissions.

The three age groups gave similar responses to questions about the importance of cost, the quality of teaching, and the open admissions policy in the decision to attend their specific community colleges. Middle-aged and oldest respondents were slightly more likely than the youngest ones to assess the availability of courses or programs and geographic location as "very important" in their decision-making process.

The earliest group of high school graduating classes were more likely to consider location and availability of courses or

programs "very important" in their decision to attend their specific community college than their more recent counterparts. This result is consistent with that for age groups.

The two racial groups were generally similar in their answers to this series of questions, except that nonwhites were slightly more likely to consider availability of courses or programs as "very important." As noted above, nonwhites also have a somewhat greater tendency to emphasize preparation for an occupation or career.

Respondents in the South Central region were less likely than those in other regions to say that location was "very important" in their decision to attend their specific community college. Those in the South Central and Northwest regions were somewhat less likely than those in other regions to stress the importance of cost in their decision.

Timing of Decision to Attend.

More than half of the respondents (55 percent) decided to attend community college for the fall term more than three months prior to the beginning of the semester. Returning students were much more likely than new/transfer students (by a margin of 64 to 36) to plan this far ahead. Full-time students were more likely

than part-time students to have decided this far in advance.

For the sample basis groups, about three-fourths of return/ft respondents (77 percent) decided to attend their community college more than three months ago, compared to 60 percent of return/pt, 53 percent of new/ft, and 29 percent of new/pt students. More new/pt students (41 percent) had made their decision within one month of the beginning of the semester than those in the other three groups.

The youngest respondents were most likely (61 percent) and oldest respondents least likely (44 percent) to say that they decided to attend for the fall term more than three months before the beginning of the semester. The oldest respondents were more likely than the younger groups to indicate that they decided within one month of the beginning of the semester.

Students in the 1985-1988 high school graduating class were more likely than the other two categories to say that they made plans to attend for the fall term more than three months before the beginning of the semester. Racial groups were similar to each other on this item. Respondents in the Northwest region were most likely (35 percent) and those in the Tidewater region least likely (17 percent) to say that they had decided to attend within one month of the beginning of the semester.

Program and Future Enrollment Intentions

Just under a majority of respondents (49 percent) definitely plan to complete a community college program. Full-timers were more likely than part-timers to be this firmly decided about their plans, as were returning compared to new/transfer students. Thirty-five percent of those who definitely or probably expected to complete a program thought it would take one year or less, and 37 percent thought it would take about two years. More part-time than full-time students expected to take three years or more. Forty percent of returning students expected to take one year or less to complete their programs, compared to 22 percent of new/transfer students.

About two-thirds of respondents were definite about their plans to enroll next spring semester (67 percent). However, full-time students were more likely than part-time students to say they would definitely attend (81 percent vs. 63 percent).

Return/ft students had plans to complete a program (79 percent "definitely" or "probably yes") more often than return/pt (65 percent), new/ft (58 percent), or new/pt (44 percent). Return/pt students more often thought it would take longer (three years or more) than those in the other three groups. New/ft respondents were the most likely (73 percent) and return/pt were the least likely (22 percent) to indicate that their program

would probably take two years to complete.

Student status was more important than enrollment status when considering respondents' plans to enroll for the spring semester. About 80 percent of full-time students and about 60 percent of part-time students were definitely planning to enroll next spring, regardless of enrollment status.

The age groups were generally similar to one another in terms of whether they plan to complete a community college program. However, those in the youngest age group were most likely to think it would take them two years or more to finish (57 percent versus 16 percent in the oldest group) and least likely to think it would take three years or more. Those in the youngest age group were most likely to indicate that they have definite plans to enroll for the spring semester.

High school graduating groups were not very different on their plans to complete a degree program. However, the most recent class was the most likely to indicate that it would take two years to complete their program, and the earliest class that it would take three years or more. Respondents in the most recent graduating class were most likely to have definite plans to enroll for the spring semester. Again, these results were comparable to the age group findings.

Nonwhites were more certain ("yes, definitely" or "yes, probably") than whites (76 percent vs. 59 percent) that they will complete a degree program. Of those who had plans to complete, however, the racial groups were generally comparable in their perceptions of how long it would take to do so. Plans to enroll for the spring semester were also similar.

Respondents were not very different from one another on their plans to complete a program on the basis of geographic regions of the state. Those in the Northwest and Tidewater regions were somewhat more likely than those in other regions to say that their program would take two years to complete. South Central regional respondents were least likely to say they definitely plan to enroll for spring semester.

Application to Four-year Colleges.

About one-third of respondents indicated that they had applied for admission to a four-year college or university. There were no substantial differences among types of students on this item according to student or enrollment status. Of those who had applied, 84 percent said they had been accepted. Part-time students were more likely than full-time students to have been accepted by four-year institutions.

The four sample basis groups were similar in their responses to the question of whether they had applied for admission to a four-year institution before enrolling in a community college. Part-time students were more likely to indicate that they had been accepted for admission, regardless of enrollment status.

There was little difference among age groups according to whether they had applied for admission to a four-year institution before enrolling in their community college for the fall term. However, middle-aged and oldest respondents were more likely than the youngest respondents to indicate that they had been accepted.

Respondents in the earlier high school graduating classes were somewhat more likely than those in the most recent classes to have applied for admission to a four-year institution. There was a substantial difference between recent vs. earliest graduates on whether they had been accepted (53 percent vs. 93 percent). The two racial groups were similar on each of these items.

A higher percentage of respondents in the D.C. suburbs (44 percent) had applied for admission to a four-year institution before enrolling in their community college. However, the highest acceptance rate (96 percent of those who applied) was that for Tidewater region respondents.

Perceptions of Costs of Other Educational Institutions.

A considerable majority of respondents perceived their community college to cost less than a four-year public (82 percent) or private (84 percent) institution. Few thought that their community college cost more than a trade/occupational school. However, respondents were split almost evenly among those who thought their community college cost less or about the same as a trade/occupational school. Many (36 percent) did not know how these costs compared. Full-time students were slightly more likely than part-time students to think their community college cost less than either four-year public or private schools.

The four sample basis groups were similar in their responses to the questions on the comparative costs of their community college versus four-year public and four-year private institutions. Part-time respondents were more likely than full-timers to indicate that they did not know how to evaluate the relative cost of their community college versus a trade/occupational school, regardless of enrollment status.

For all age groups, a substantial majority of respondents believe that their community college costs less than four-year public or private institutions. Apparently, the youngest age group has investigated the costs of trade/occupational schools,

since they were less likely than middle age or older respondents to reply that they did not know the relative costs. Results for high school graduating classes were similar; earlier graduates were the most likely to be unaware of relative costs of trade/occupational schools.

The two racial groups were comparable in terms of their perceptions of their community college costs relative to four-year public and private institutions. Whites were more likely than nonwhites (39 percent vs. 23 percent) to say that they did not know how community college costs compared to trade/occupational schools.

Geographic regional groups were similar to each other on the questions assessing relative costs of public and private four-year schools compared to their community college. South Central region respondents were less likely than those in the other four regions to say that their community college cost less than a trade/occupational school and more likely to be unaware of the relative costs.

Respondent Characteristics.

Respondent characteristics are displayed in Table 7 for the total sample and by student and enrollment status; Table 8 shows

respondent characteristics for the four sample basis groups. As in other tables, percentages were weighted according to the four sample basis groups, and counts presented in each cell are unweighted. For the total sample, 64 percent of respondents were female, and 80 percent were white. Thirty-four percent were new/transfer students, 66 percent were classified as returning. Seventy-four percent were part-time and 26 percent full-time students. Close to half (45 percent) were listed as "unclassified" on program level. Twenty respondents (not shown in table) indicated early in the interview that they were not currently enrolled and were terminated at that point. Though 509 respondents indicated that they attended the community college on their record, corrected colleges had to be obtained from the remaining 92. Displays of both the colleges on record and corrected colleges of attendance can be found in Table 7.

The majority of respondents (61 percent) had graduated from high school in 1984 or earlier. Of those who graduated in 1985 or later, most (69 percent) had received a standard diploma. Over three-quarters of respondents (79 percent) said that they were employed, and 65 percent of those who were employed work full-time.

Returning (69 percent) and part-time (76 percent) students were more likely than new/transfer (45 percent) and full-time (18 percent) students to have graduated from high school in 1984 or

earlier. Full-timers were much more concentrated in the 17-21 year age group than part-timers (73 vs. 20 percent). New/transfer students were also more likely than returning students to be in the youngest age group (51 vs. 25 percent). Of those who said they were employed, 77 percent of part-time students were employed full-time, compared to 20 percent of full-time students.

New/ft and return/ft respondents were more concentrated in the youngest age group (83 and 67 percent) than the other sample basis groups. Return/pt respondents were much more likely than new/ft respondents to have graduated in 1984 or earlier (85 percent vs. 13 percent). More new/pt students were listed as "unclassified" on program level than any other sample basis group. Return/pt students were most likely to indicate they are employed (87 percent), followed by new/pt (75 percent), return/ft (68 percent), and new/ft (62 percent).

Open-ended Questions

A listing of verbatim responses to open ended questions in the survey instrument can be found in the following tables:
Table 9 - Other important factors in the decision to attend a community college; Table 10 - Other important factors in the decision to attend the respondent's specific community college; Table 11 - Factors in deciding whether to enroll for next

semester, if now undecided. In general, respondents did not seem to make the distinction between attending a community college (in general terms) and their specific community college. Thus, almost all responses in Table 9 are covered in the following series of questions about factors in the specific choice of college. However, there are factors not covered in the closed ended responses -- e.g., improving grades, personal links to college -- that might be examined in further studies such as this one are undertaken.

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APPENDIX A

TABLES

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Total.....	100%	601	100%	301	100%	300	100%	301	100%	300
Importance of desire to prepare for transfer, four-year school in decision to attend a community college										
Very important.....	42%	288	41%	144	43%	144	61%	184	36%	104
Somewhat important.....	23%	132	18%	55	25%	77	24%	69	23%	63
Not very important.....	14%	70	11%	30	15%	40	8%	24	16%	46
Not at all important.....	20%	106	28%	68	16%	38	7%	22	25%	84
Don't know.....	1%	5	2%	4	0%	1	1%	2	1%	3
Importance of desire to acquire basic skills for further learning in decision to attend a community college										
Very important.....	69%	417	66%	202	71%	215	72%	215	69%	202
Somewhat important.....	19%	119	20%	60	18%	59	22%	64	18%	55
Not very important.....	7%	41	8%	25	6%	16	5%	18	7%	23
Not at all important.....	4%	21	5%	17	4%	9	1%	3	6%	18
Don't know.....	1%	3	1%	2	1%	1	0%	1	1%	2
Importance of gaining a sense of personal accomplishment in decision to attend a community college										
Very important.....	74%	435	71%	209	76%	226	72%	213	75%	222
Somewhat important.....	19%	123	19%	62	19%	61	23%	70	18%	53
Not very important.....	3%	22	5%	16	2%	6	4%	13	3%	9
Not at all important.....	3%	17	5%	11	2%	6	1%	4	4%	13
Don't know.....	1%	3	1%	2	1%	1	0%	1	1%	2
Importance of desire to acquire general knowledge in decision to attend a community college										
Very important.....	63%	379	62%	190	64%	189	63%	192	63%	187
Somewhat important.....	28%	174	28%	84	29%	90	31%	91	28%	83
Not very important.....	5%	31	5%	1	5%	17	5%	16	5%	15
Not at all important.....	3%	14	5%	11	2%	3	0%	1	4%	13
Don't know.....	1%	3	1%	2	1%	1	0%	1	1%	2

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Importance of desire to prepare for occupation or career in decision to attend a community college										
Very important.....	73%	461	73%	227	73%	234	86%	256	68%	205
Somewhat important.....	17%	84	15%	41	18%	43	9%	28	20%	56
Not very important.....	5%	26	4%	12	5%	14	4%	11	5%	15
Not at all important.....	5%	23	7%	15	3%	8	1%	3	6%	20
Don't know.....	1%	7	2%	6	1%	1	1%	3	1%	4
Other factors of importance in decision to attend a community college										
Yes.....	50%	296	43%	135	53%	161	53%	157	49%	139
No.....	50%	305	57%	166	47%	139	47%	144	51%	161
Which occupational goal is most important to R at this time?										
To prepare for first full-time job.....	13%	104	15%	50	12%	54	31%	84	7%	20
To improve skills on present job.....	33%	125	27%	53	36%	72	6%	17	43%	108
To prepare for a new occupation.....	50%	297	54%	154	49%	143	61%	176	46%	121
Other.....	3%	14	3%	8	3%	6	2%	5	3%	9
Don't know.....	0%	3	1%	2	0%	1	0%	1	0%	2
Importance of location in decision to attend R's community college										
Very important.....	67%	381	57%	169	72%	212	62%	182	69%	199
Somewhat important.....	23%	149	28%	86	20%	63	26%	80	22%	69
Not very important.....	5%	43	9%	28	4%	15	9%	27	4%	16
Not at all important.....	4%	27	6%	17	4%	10	3%	11	5%	16
Don't know.....	0%	1	0%	1	0%	0	0%	1	0%	0
Importance of cost in decision to attend R's community college										
Very important.....	53%	299	41%	121	59%	178	52%	149	53%	150
Somewhat important.....	20%	138	26%	83	17%	55	24%	77	19%	61
Not very important.....	15%	96	18%	56	13%	40	17%	53	14%	43

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Not at all important.....	12%	64	14%	39	10%	25	7%	22	13%	42
Don't know.....	1%	3	1%	2	1%	1	0%	0	1%	3
Importance of availability of courses/program in decision to attend R's community college										
Very important.....	67%	394	65%	195	68%	199	63%	191	69%	203
Somewhat important.....	24%	158	27%	83	23%	75	29%	88	23%	70
Not very important.....	6%	36	6%	17	6%	19	7%	20	5%	16
Not at all important.....	1%	7	2%	5	1%	2	0%	1	2%	6
Don't know.....	1%	5	0%	1	2%	4	0%	1	2%	4
Importance of quality of teaching in decision to attend R's community college										
Very important.....	67%	396	64%	195	68%	201	66%	198	67%	198
Somewhat important.....	24%	148	23%	71	24%	77	28%	82	22%	66
Not very important.....	6%	34	7%	18	5%	16	5%	13	6%	21
Not at all important.....	1%	10	3%	8	1%	2	1%	4	2%	6
Don't know.....	2%	12	3%	8	2%	4	1%	3	3%	9
Importance of open admissions policy in decision to attend R's community college										
Very important.....	39%	233	35%	103	41%	125	41%	121	39%	112
Somewhat important.....	27%	180	32%	99	24%	81	33%	101	25%	79
Not very important.....	16%	95	14%	44	16%	51	17%	51	15%	44
Not at all important.....	16%	84	17%	44	16%	40	8%	25	19%	59
Don't know.....	2%	9	2%	6	2%	3	1%	3	2%	6
Other factors of importance in decision to attend R's community college										
Yes.....	21%	125	18%	57	22%	68	23%	68	20%	57
No.....	79%	472	82%	241	78%	231	77%	233	80%	239
When R decided to attend for fall term										
Within one month of the beginning of the semester..	25%	141	35%	90	20%	51	14%	46	29%	95

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
More than one month, but less than three months before...	19%	124	28%	83	15%	41	18%	59	19%	65
More than three months before.	55%	328	36%	123	64%	205	68%	195	50%	133
Don't know.....	2%	7	2%	4	2%	3	0%	1	2%	6
Does R plan to complete a program?										
Yes, definitely.....	49%	303	38%	125	55%	178	62%	180	44%	123
Yes, probably.....	12%	63	10%	28	13%	35	8%	25	14%	38
Uncertain.....	9%	47	12%	30	8%	17	4%	12	11%	35
No, probably not.....	11%	80	19%	58	8%	22	12%	42	11%	38
No, definitely not.....	18%	104	22%	59	16%	45	13%	41	20%	63
About how long will it take R to complete program?										
Less than one year.....	14%	45	9%	11	16%	34	13%	23	15%	22
One year	21%	75	13%	20	24%	55	24%	45	20%	30
Two years.....	37%	171	59%	96	29%	75	55%	118	29%	53
Three years or more.....	21%	52	11%	13	25%	39	6%	12	28%	40
Don't know.....	7%	20	9%	11	6%	9	3%	6	8%	14
Does R plan to enroll next spring semester?										
Yes, definitely.....	67%	427	64%	209	69%	218	81%	244	63%	183
Yes, probably.....	11%	55	12%	32	10%	23	5%	15	13%	40
Uncertain.....	8%	42	9%	25	7%	17	4%	14	9%	28
No, probably not.....	6%	35	8%	18	6%	17	4%	11	7%	24
No, definitely not.....	8%	42	7%	17	9%	25	6%	17	8%	25
Did R apply for admission to four-year school before enrolling in specific community college?										
Yes.....	34%	211	34%	107	34%	104	37%	113	33%	98
No.....	66%	388	66%	193	66%	195	63%	187	67%	201
Don't know.....	0%	1	0%	0	0%	1	0%	1	0%	0
Was R accepted for admission by four-year school?										
Yes.....	84%	163	81%	79	86%	84	67%	74	91%	89
No.....	15%	45	18%	26	14%	19	31%	36	9%	9
Don't know.....	1%	2	1%	1	0%	1	2%	2	0%	0

Table 1
Student Status and Enrollment Status by Survey Items

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
How much does R's community college cost compared to four-year public school?										
Less.....	82%	503	78%	244	84%	259	90%	269	79%	234
More.....	1%	6	1%	3	1%	3	1%	4	1%	2
About the same.....	4%	22	3%	10	5%	12	3%	9	5%	13
Depends on the particular school.....	0%	4	0%	1	0%	3	1%	4	0%	0
Don't know.....	12%	66	18%	43	10%	23	5%	15	15%	51
How much does R's community college cost compared to four-year private school?										
Less.....	84%	512	78%	243	87%	269	92%	274	81%	238
More.....	1%	7	1%	4	1%	3	2%	5	1%	2
About the same.....	2%	8	3%	6	1%	2	0%	1	2%	7
Depends on the particular school.....	0%	1	0%	0	0%	1	0%	1	0%	0
Don't know.....	13%	73	18%	48	11%	25	6%	20	16%	53
How much does R's community college cost compared to trade/occupational school?										
Less.....	29%	162	23%	72	32%	90	26%	79	30%	83
More.....	7%	44	8%	22	7%	22	7%	21	8%	23
About the same.....	27%	189	28%	92	26%	97	41%	121	22%	68
Depends on the particular school.....	0%	5	1%	4	0%	1	1%	4	0%	1
Don't know.....	36%	200	40%	110	34%	90	24%	76	40%	124

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Total.....	100%	601	100%	151	100%	150	100%	150	100%	150
Importance of desire to prepare for transfer to four-year school in decision to attend a community college										
Very important.....	42%	288	64%	96	32%	48	59%	88	37%	56
Somewhat important.....	23%	132	20%	30	17%	25	26%	39	25%	38
Not very important.....	14%	70	7%	10	13%	20	9%	14	17%	26
Not at all important.....	20%	106	9%	14	36%	54	5%	8	20%	30
Don't know.....	1%	5	1%	1	2%	3	1%	1	0%	0
Importance of desire to acquire basic skills for further learning in decision to attend a community college										
Very important.....	69%	417	71%	107	63%	95	72%	108	71%	107
Somewhat important.....	19%	119	20%	30	20%	30	23%	34	17%	25
Not very important.....	7%	41	8%	12	9%	13	4%	6	7%	10
Not at all important.....	4%	21	1%	1	7%	11	1%	2	5%	7
Don't know.....	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of gaining a sense of personal accomplishment in decision to attend a community college										
Very important.....	74%	435	68%	102	72%	107	74%	111	77%	115
Somewhat important.....	19%	123	24%	36	17%	26	23%	34	18%	27
Not very important.....	3%	22	7%	10	4%	6	2%	3	2%	3
Not at all important.....	3%	17	1%	2	6%	9	1%	2	3%	4
Don't know.....	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of desire to acquire general knowledge in decision to attend a community college										
Very important.....	63%	379	66%	100	60%	90	61%	92	65%	97
Somewhat important.....	28%	174	28%	42	28%	42	33%	49	27%	41
Not very important.....	5%	31	5%	7	5%	7	6%	9	5%	8

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Not at all important.....	3%	14	1%	1	7%	10	0%	0	2%	3
Don't know.....	1%	3	1%	1	1%	1	0%	0	1%	1
Importance of desire to prepare for occupation or career in decision to attend a community college										
Very important.....	73%	461	82%	124	69%	103	88%	132	68%	102
Somewhat important.....	17%	84	11%	17	16%	24	7%	11	21%	32
Not very important.....	5%	26	4%	6	4%	6	3%	5	6%	9
Not at all important.....	5%	23	1%	1	9%	14	1%	2	4%	6
Don't know.....	1%	7	2%	3	2%	3	0%	0	1%	1
Other factors of importance in decision to attend a community college										
Yes.....	50%	296	50%	76	39%	59	54%	81	53%	80
No.....	50%	305	50%	75	61%	91	46%	69	47%	70
Which occupational goal is most important to R at this time?										
To prepare for first full-time job.....	13%	104	26%	37	10%	13	33%	47	5%	7
To improve skills on present job.....	33%	125	5%	7	37%	46	7%	10	46%	62
To prepare for a new occupation.....	50%	297	67%	94	48%	60	58%	82	46%	61
Other.....	3%	14	2%	3	4%	5	1%	2	3%	4
Don't know.....	0%	3	0%	0	2%	2	1%	1	0%	0
Importance of location in decision to attend R's community college										
Very important.....	67%	381	54%	81	59%	88	67%	101	74%	111
Somewhat important.....	23%	149	30%	46	27%	40	23%	34	19%	29
Not very important.....	5%	43	11%	16	8%	12	7%	11	3%	4
Not at all important.....	4%	27	5%	7	7%	10	3%	4	4%	6
Don't know.....	0%	1	1%	1	0%	0	0%	0	0%	0

Table 2
Sample Basic Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Importance of cost in decision to attend R's community college										
Very important.....	53%	299	38%	58	42%	63	61%	91	58%	87
Somewhat important.....	20%	138	30%	46	25%	37	21%	31	16%	24
Not very important.....	15%	96	21%	32	16%	24	14%	21	13%	19
Not at all important.....	12%	64	10%	15	16%	24	5%	7	12%	18
Don't know.....	1%	3	0%	0	1%	2	0%	0	1%	1
Importance of availability of courses/program in decision to attend R's community college										
Very important.....	67%	394	64%	96	66%	99	63%	95	70%	104
Somewhat important.....	24%	158	30%	45	25%	38	29%	43	21%	32
Not very important.....	6%	36	6%	9	5%	8	7%	11	5%	8
Not at all important.....	1%	7	1%	1	3%	4	0%	0	1%	2
Don't know.....	1%	5	0%	0	1%	1	1%	1	2%	3
Importance of quality of teaching in decision to attend R's community college										
Very important.....	67%	396	67%	101	63%	94	65%	97	69%	104
Somewhat important.....	24%	148	26%	39	21%	32	29%	43	23%	34
Not very important.....	6%	34	3%	5	9%	13	5%	8	5%	8
Not at all important.....	1%	10	2%	3	3%	5	1%	1	1%	1
Don't know.....	2%	12	1%	2	4%	6	1%	1	2%	3
Importance of open admissions policy in decision to attend R's community college										
Very important.....	39%	233	38%	58	33%	50	32%	63	41%	62
Somewhat important.....	27%	180	35%	53	31%	46	32%	48	22%	33
Not very important.....	16%	95	16%	24	13%	20	18%	27	16%	24
Not at all important.....	16%	84	9%	13	21%	31	8%	12	19%	28
Don't know.....	2%	9	2%	3	2%	3	0%	0	2%	3

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Other factors of importance in decision to attend R's community college										
Yes.....	21%	125	21%	32	17%	25	24%	35	21%	32
No.....	79%	472	79%	119	83%	122	76%	114	79%	117
When R decided to attend for fall term										
Within one month of the beginning of the semester..	25%	141	19%	29	41%	61	11%	17	25%	34
More than one month, but less than three months before...	19%	124	27%	41	28%	42	12%	18	15%	23
More than three months before...	55%	328	53%	80	29%	43	77%	115	60%	90
Don't know.....	2%	7	1%	1	2%	3	0%	0	2%	3
Does R plan to complete a program?										
Yes, definitely.....	49%	303	50%	76	33%	49	70%	104	50%	74
Yes, probably.....	12%	63	8%	12	11%	16	9%	13	15%	22
Uncertain.....	9%	47	6%	9	14%	21	2%	3	9%	14
No, probably not.....	11%	80	21%	32	17%	26	7%	10	8%	12
No, definitely not.....	18%	104	15%	22	25%	37	13%	19	18%	26
About how long will it take R to complete program?										
Less than one year.....	14%	45	5%	4	11%	7	16%	19	16%	15
One year.....	21%	75	14%	12	13%	8	28%	33	23%	22
Two years.....	37%	171	73%	34	51%	32	47%	54	22%	21
Three years or more.....	21%	52	5%	4	14%	9	7%	8	32%	31
Don't know.....	7%	20	5%	4	11%	7	2%	2	7%	7
Does R plan to enroll next spring semester?										
Yes, definitely.....	67%	427	82%	124	57%	85	80%	120	65%	98
Yes, probably.....	11%	55	7%	10	15%	22	3%	5	12%	18
Uncertain.....	8%	42	6%	9	11%	16	3%	5	8%	12
No, probably not.....	6%	35	2%	3	10%	15	5%	8	6%	9
No, definitely not.....	8%	42	3%	5	8%	12	8%	12	9%	13

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Port-time		Returning + Full-time		Returning + Port-time	
Did R apply for admission to four-year school before enrolling in specific community college?										
Yes.....	34%	211	40%	60	32%	47	35%	53	34%	51
No.....	66%	388	60%	91	68%	102	64%	96	66%	99
Don't know.....	0%	1	0%	0	0%	0	1%	1	0%	0
Was R accepted for admission by four-year school?										
Yes.....	84%	163	61%	36	91%	43	72%	38	90%	46
No.....	15%	45	37%	22	9%	4	26%	14	10%	5
Don't know.....	1%	2	2%	1	0%	0	2%	1	0%	0
How much does R's community college cost compared to four-year public school?										
Less.....	82%	503	88%	133	74%	111	91%	136	82%	123
More.....	1%	6	1%	2	1%	1	1%	2	1%	1
About the same.....	4%	22	3%	5	3%	5	3%	4	5%	8
Depends on the particular school.....	0%	4	1%	1	0%	0	2%	3	0%	0
Don't know.....	12%	66	7%	10	22%	33	3%	5	12%	18
How much does R's community college cost compared to four-year private school?										
Less.....	84%	512	87%	132	74%	111	95%	142	85%	127
More.....	1%	7	2%	3	1%	1	1%	2	1%	1
About the same.....	2%	8	1%	1	3%	5	0%	0	1%	2
Depends on the particular school.....	0%	1	0%	0	0%	0	1%	1	0%	0
Don't know.....	13%	73	10%	15	22%	33	3%	5	13%	20
How much does R's community college cost compared to trade/occupational school?										
Less.....	29%	162	26%	40	21%	32	26%	39	34%	51
More.....	7%	44	7%	10	8%	12	7%	11	7%	11
About the same.....	27%	189	36%	54	26%	38	45%	67	20%	30

Table 2
Sample Basis Groups by Survey Items:
Combination of Student Status and Enrollment Status

	Total		Combination of student status and enrollment status							
			New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Depends on the particular school.....	0%	5	2%	3	1%	1	1%	1	0%	0
Don't know.....	36%	200	29%	44	44%	66	21%	32	39%	58

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Total.....	100%	601	100%	300	100%	173	100%	127
Importance of desire to prepare for transfer to four-year school in decision to attend a community college								
Very important.....	42%	288	61%	187	38%	69	27%	32
Somewhat important.....	23%	132	23%	70	24%	40	20%	21
Not very important.....	14%	70	9%	22	16%	23	18%	25
Not at all important.....	20%	106	6%	18	21%	39	36%	49
Don't know.....	1%	5	1%	3	1%	2	0%	0
Importance of desire to acquire basic skills for further learning in decision to attend a community college								
Very important.....	69%	417	74%	213	72%	125	62%	78
Somewhat important.....	19%	119	20%	65	18%	31	19%	23
Not very important.....	7%	41	6%	19	5%	8	10%	14
Not at all important.....	4%	21	1%	3	4%	7	8%	11
Don't know.....	1%	3	0%	0	1%	2	1%	1
Importance of gaining a sense of personal accomplishment in decision to attend a community college								
Very important.....	74%	435	72%	207	70%	125	81%	102
Somewhat important.....	19%	123	21%	71	21%	33	14%	19
Not very important.....	3%	22	5%	16	2%	3	2%	3
Not at all important.....	3%	17	2%	5	5%	9	2%	3
Don't know.....	1%	3	0%	1	1%	2	0%	0
Importance of desire to acquire general knowledge in decision to attend a community college								
Very important.....	63%	379	69%	197	63%	107	57%	74
Somewhat important.....	28%	174	26%	89	30%	52	28%	33
Not very important.....	5%	31	4%	11	3%	7	9%	13
Not at all important.....	3%	14	1%	2	3%	6	4%	6
Don't know.....	1%	3	0%	1	0%	1	1%	1

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Importance of desire to prepare for occupation or career in decision to attend a community college								
Very important.....	73%	461	83%	249	74%	132	60%	79
Somewhat important.....	17%	84	10%	31	22%	31	18%	22
Not very important.....	5%	26	4%	12	1%	3	10%	11
Not at all important.....	5%	23	3%	6	2%	5	9%	12
Don't know.....	1%	7	0%	2	1%	2	2%	3
Other factors of importance in decision to attend a community college								
Yes.....	50%	296	45%	142	49%	87	55%	66
No.....	50%	305	55%	158	51%	86	45%	61
Which occupational goal is most important to R at this time?								
To prepare for first full-time job.....	13%	104	28%	84	8%	18	2%	2
To improve skills on present job.....	33%	125	14%	24	38%	53	51%	48
To prepare for a new occupation.....	50%	297	55%	163	50%	86	44%	47
Other.....	3%	14	2%	5	3%	5	3%	3
Don't know.....	0%	3	1%	2	0%	1	0%	0
Importance of location in decision to attend R's community college								
Very important.....	67%	381	56%	169	70%	114	77%	98
Somewhat important.....	23%	149	28%	89	22%	39	18%	21
Not very important.....	5%	43	10%	30	5%	10	2%	3
Not at all important.....	4%	27	6%	12	4%	9	4%	5
Don't know.....	0%	1	0%	0	0%	1	0%	0
Importance of cost in decision to attend R's community college								
Very important.....	53%	299	48%	140	55%	93	55%	66
Somewhat important.....	20%	138	22%	70	19%	38	19%	29
Not very important.....	15%	96	19%	61	12%	19	12%	16

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
Not of all important.....	12%	64	9%	27	13%	22	13%	15
Don't know.....	1%	3	1%	2	1%	1	0%	0
Importance of availability of courses/program in decision to attend R's community college								
Very important.....	67%	394	60%	178	73%	125	69%	90
Somewhat important.....	24%	158	28%	93	23%	40	22%	25
Not very important.....	6%	36	10%	25	2%	4	5%	7
Not at all important.....	1%	7	1%	3	0%	1	3%	3
Don't know.....	1%	5	0%	1	2%	3	1%	1
Importance of quality of teaching in decision to attend R's community college								
Very important.....	67%	396	68%	200	64%	107	69%	88
Somewhat important.....	24%	148	24%	76	30%	53	16%	19
Not very important.....	6%	34	6%	15	4%	9	8%	10
Not at all important.....	1%	10	1%	4	1%	3	2%	3
Don't know.....	2%	12	1%	4	0%	1	5%	7
Importance of open admissions policy in decision to attend R's community college								
Very important.....	39%	233	39%	117	40%	68	39%	48
Somewhat important.....	27%	180	37%	111	20%	38	23%	30
Not very important.....	16%	95	16%	50	17%	26	14%	19
Not at all important.....	16%	84	6%	20	20%	35	23%	29
Don't know.....	2%	9	1%	2	3%	6	1%	1
Other factors of importance in decision to attend R's community college								
Yes.....	21%	125	19%	57	21%	36	22%	32
No.....	79%	472	81%	243	79%	135	78%	93
When R decided to attend for full term								
Within one month of the beginning of the semester..	25%	141	22%	58	21%	39	33%	44

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
More than one month, but less than three months before...	19%	124	17%	58	21%	40	19%	26
More than three months before.	55%	328	61%	183	57%	91	44%	53
Don't know.....	2%	7	0%	1	1%	2	4%	4
Does R plan to complete a program?								
Yes, definitely.....	49%	303	51%	156	51%	93	44%	53
Yes, probably.....	12%	63	10%	30	13%	19	14%	14
Uncertain.....	9%	47	6%	17	11%	16	10%	14
No, probably not.....	11%	80	12%	45	11%	18	11%	17
No, definitely not.....	18%	104	20%	51	15%	26	21%	27
About how long will it take R to complete program?								
Less than one year.....	14%	45	11%	14	14%	17	18%	14
One year.....	21%	75	18%	36	22%	23	25%	16
Two years.....	37%	171	57%	113	33%	43	16%	14
Three years or more.....	21%	52	10%	13	26%	23	29%	16
Don't know.....	7%	20	5%	8	5%	6	11%	6
Does R plan to enroll next spring semester?								
Yes, definitely.....	67%	427	75%	235	68%	120	58%	71
Yes, probably.....	11%	55	9%	23	8%	14	15%	18
Uncertain.....	8%	42	5%	17	8%	11	10%	14
No, probably not.....	6%	35	6%	12	8%	14	6%	9
No, definitely not.....	8%	42	5%	13	8%	14	11%	15
Did R apply for admission to four-year school before enrolling in specific community college?								
Yes.....	34%	211	34%	108	37%	63	31%	40
No.....	66%	388	66%	191	63%	109	69%	87
Don't know.....	0%	1	0%	1	0%	0	0%	0
Was R accepted for admission by four-year school?								
Yes.....	84%	163	88%	68	92%	58	92%	37
No.....	15%	45	30%	37	8%	5	8%	3
Don't know.....	1%	2	2%	2	0%	0	0%	0

Table 3
Student Age by Survey Items

	Total		Age of Respondent					
			17-21 yrs.		22-34 yrs.		35 yrs. or older	
How much does R's community college cost compared to four-year public school?								
Less.....	82%	503	86%	267	84%	139	75%	96
More.....	1%	6	1%	2	1%	3	1%	1
About the same.....	4%	22	6%	12	4%	6	2%	4
Depends on the particular school.....	0%	4	1%	2	1%	2	0%	0
Don't know.....	12%	66	7%	17	10%	23	22%	26
How much does R's community college cost compared to four-year private school?								
Less.....	84%	512	88%	268	86%	145	77%	98
More.....	1%	7	1%	4	0%	1	1%	2
About the same.....	2%	8	2%	4	2%	4	0%	0
Depends on the particular school.....	0%	1	0%	1	0%	0	0%	0
Don't know.....	13%	73	8%	23	12%	23	21%	27
How much does R's community college cost compared to trade/occupational school?								
Less.....	29%	162	29%	79	30%	51	28%	32
More.....	7%	44	9%	24	6%	10	7%	9
About the same.....	27%	189	39%	123	25%	44	16%	22
Depends on the particular school.....	0%	5	1%	2	0%	2	1%	1
Don't know.....	36%	200	23%	72	38%	65	50%	63

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989, 1990		1985-1988		1984 or earlier	
Total.....	100%	601	100%	143	100%	180	100%	258
Importance of desire to prepare for transfer to four-year school in decision to attend a community college								
Very important.....	42%	288	58%	87	60%	112	31%	78
Somewhat important.....	23%	132	24%	32	25%	43	22%	53
Not very important.....	14%	70	9%	12	8%	13	17%	43
Not at all important.....	20%	106	7%	11	6%	10	30%	83
Don't know.....	1%	5	1%	1	1%	2	0%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college								
Very important.....	69%	417	73%	103	73%	126	66%	169
Somewhat important.....	19%	119	17%	26	20%	41	20%	52
Not very important.....	7%	41	9%	13	5%	9	7%	19
Not at all important.....	4%	21	0%	1	2%	3	6%	16
Don't know.....	1%	3	0%	0	0%	1	1%	2
Importance of gaining a sense of personal accomplishment in decision to attend a community college								
Very important.....	74%	435	69%	96	71%	124	75%	196
Somewhat important.....	19%	123	23%	35	24%	45	17%	43
Not very important.....	3%	22	6%	9	4%	7	2%	5
Not at all important.....	3%	17	1%	2	2%	3	4%	12
Don't know.....	1%	3	0%	1	0%	0	1%	2
Importance of desire to acquire general knowledge in decision to attend a community college								
Very important.....	63%	379	68%	94	67%	116	60%	155
Somewhat important.....	28%	174	28%	42	29%	56	29%	71
Not very important.....	5%	31	3%	5	4%	7	6%	18
Not at all important.....	3%	14	0%	1	1%	1	4%	12
Don't know.....	1%	3	0%	1	0%	0	1%	2

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989,1990		1985-1988		1984 or earlier	
Importance of desire to prepare for occupation or career in decision to attend a community college								
Very important.....	73%	461	83%	118	84%	150	66%	177
Somewhat important.....	17%	84	11%	15	11%	19	20%	46
Not very important.....	5%	26	4%	6	2%	6	6%	14
Not at all important.....	5%	23	1%	2	3%	4	6%	17
Don't know.....	1%	7	1%	2	0%	1	1%	4
Other factors of importance in decision to attend a community college								
Yes.....	50%	296	45%	71	45%	84	54%	134
No.....	50%	305	55%	72	55%	96	46%	124
Which occupational goal is most important to R at this time?								
To prepare for first full-time job.....	13%	104	28%	36	27%	54	4%	10
To improve skills on present job.....	33%	125	6%	5	18%	22	47%	93
To prepare for a new occupation.....	50%	297	64%	89	50%	85	47%	113
Other.....	3%	14	1%	2	3%	5	3%	6
Don't know.....	0%	3	1%	1	1%	2	0%	0
Importance of location in decision to attend R's community college								
Very important.....	67%	381	57%	81	53%	97	75%	189
Somewhat important.....	23%	149	28%	43	32%	55	18%	47
Not very important.....	5%	43	11%	15	9%	17	3%	9
Not at all important.....	4%	27	4%	4	6%	11	4%	12
Don't know.....	0%	1	0%	0	0%	0	0%	1
Importance of cost in decision to attend R's community college								
Very important.....	53%	299	44%	62	50%	89	55%	137
Somewhat important.....	20%	138	19%	33	26%	44	19%	56
Not very important.....	15%	96	20%	30	18%	34	13%	31

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989, 1990		1985-1988		1984 or earlier	
Not at all important.....	12%	64	15%	16	6%	13	13%	32
Don't know.....	1%	3	2%	2	0%	0	1%	1
Importance of availability of courses/program in decision to attend R's community college								
Very important.....	67%	394	60%	86	63%	109	70%	185
Somewhat important.....	24%	158	30%	44	27%	55	22%	53
Not very important.....	6%	36	7%	10	10%	15	4%	11
Not at all important.....	1%	7	2%	2	1%	1	2%	4
Don't know.....	1%	5	1%	1	0%	0	2%	4
Importance of quality of teaching in decision to attend R's community college								
Very important.....	67%	396	69%	97	67%	118	67%	170
Somewhat important.....	24%	148	25%	36	25%	48	22%	57
Not very important.....	6%	34	1%	3	7%	12	6%	17
Not at all important.....	1%	10	2%	3	0%	1	2%	6
Don't know.....	2%	12	2%	3	1%	1	3%	8
Importance of open admissions policy in decision to attend R's community college								
Very important.....	39%	233	37%	55	38%	67	38%	96
Somewhat important.....	27%	180	45%	59	32%	59	22%	60
Not very important.....	16%	95	10%	18	21%	39	15%	36
Not at all important.....	16%	84	7%	10	7%	14	23%	59
Don't know.....	2%	9	0%	1	1%	1	2%	7
Other factors of importance in decision to attend R's community college								
Yes.....	21%	125	16%	26	22%	37	21%	57
No.....	79%	472	84%	117	78%	142	79%	198
When R decided to attend for full term								
Within one month of the beginning of the semester..	25%	141	25%	30	19%	31	27%	75

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989, 1990		1985-1988		1984 or earlier	
More than one month, but less than three months before...	19%	124	21%	32	15%	30	21%	62
More than three months before.	55%	328	53%	80	65%	119	49%	115
Don't know.....	2%	7	0%	1	0%	0	2%	5
Does R plan to complete a program?								
Yes, definitely.....	49%	303	47%	67	56%	106	46%	119
Yes, probably.....	12%	63	11%	14	10%	17	13%	30
Uncertain.....	9%	47	11%	14	4%	4	11%	27
No, probably not.....	11%	80	18%	29	10%	19	10%	29
No, definitely not.....	18%	104	13%	19	20%	33	19%	50
About how long will it take R to complete program?								
Less than one year.....	14%	45	6%	3	16%	16	14%	24
One year.....	21%	75	8%	7	23%	32	24%	33
Two years.....	37%	171	67%	59	49%	63	25%	45
Three years or more.....	21%	52	9%	5	11%	9	28%	35
Don't know.....	7%	20	10%	7	1%	1	9%	12
Does R plan to enroll next spring semester?								
Yes, definitely.....	67%	427	76%	112	71%	138	63%	162
Yes, probably.....	11%	55	10%	13	8%	11	12%	29
Uncertain.....	8%	42	7%	11	6%	8	9%	23
No, probably not.....	6%	35	3%	3	7%	10	7%	19
No, definitely not.....	8%	42	3%	4	9%	13	9%	25
Did R apply for admission to four-year school before enrolling in specific community college?								
Yes.....	34%	211	27%	46	41%	75	35%	90
No.....	66%	388	73%	97	59%	104	65%	168
Don't know.....	0%	1	0%	0	0%	1	0%	0
Was R accepted for admission by four-year school?								
Yes.....	84%	163	53%	24	77%	55	93%	84
No.....	15%	45	44%	20	22%	19	7%	6
Don't know.....	1%	2	3%	1	1%	1	0%	0

Table 4
Year of High School Graduation by Survey Items

	Total		Corrected year of high school graduation					
			1989, 1990		1985-1988		1984 or earlier	
How much does R's community college cost compared to four-year public school?								
Less.....	82%	503	87%	127	88%	160	79%	201
More.....	1%	6	0%	0	1%	3	1%	3
About the same.....	4%	22	3%	5	7%	8	4%	8
Depends on the particular school.....	0%	4	0%	1	1%	2	0%	1
Don't know.....	12%	66	10%	10	3%	7	17%	45
How much does R's community college cost compared to four-year private school?								
Less.....	84%	512	85%	124	91%	162	81%	211
More.....	1%	7	1%	2	1%	3	1%	1
About the same.....	2%	8	1%	1	4%	5	1%	2
Depends on the particular school.....	0%	1	0%	0	0%	1	0%	0
Don't know.....	13%	73	13%	16	4%	9	17%	44
How much does R's community college cost compared to trade/occupational school?								
Less.....	29%	162	22%	36	36%	52	27%	67
More.....	7%	44	7%	8	11%	18	7%	18
About the same.....	27%	189	41%	59	36%	70	20%	53
Depends on the particular school.....	0%	5	0%	1	1%	3	0%	1
Don't know.....	36%	200	29%	39	16%	37	46%	118

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Total.....	100%	601	100%	504	100%	97
Importance of desire to prepare for transfer to four-year school in decision to attend a community college						
Very important.....	42%	288	40%	231	54%	57
Somewhat important.....	23%	132	23%	112	24%	20
Not very important.....	14%	70	14%	61	13%	9
Not at all important.....	20%	106	23%	96	9%	10
Don't know.....	1%	5	1%	4	1%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college						
Very important.....	69%	417	68%	341	77%	76
Somewhat important.....	19%	119	19%	106	15%	13
Not very important.....	7%	41	7%	34	7%	7
Not at all important.....	4%	21	5%	20	1%	1
Don't know.....	1%	3	1%	3	0%	0
Importance of joining a sense of personal accomplishment in decision to attend a community college						
Very important.....	74%	435	72%	355	84%	80
Somewhat important.....	19%	123	21%	111	13%	12
Not very important.....	3%	22	3%	18	3%	4
Not at all important.....	3%	17	4%	17	0%	0
Don't know.....	1%	3	1%	3	0%	0
Importance of desire to acquire general knowledge in decision to attend a community college						
Very important.....	63%	379	63%	312	65%	67
Somewhat important.....	28%	174	28%	148	30%	26
Not very important.....	5%	31	6%	30	0%	1
Not at all important.....	3%	14	2%	11	4%	3
Don't know.....	1%	3	1%	3	0%	0

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Importance of desire to prepare for occupation or career in decision to attend a community college						
Very important.....	3%	461	71%	378	84%	83
Somewhat important.....	17%	84	17%	71	15%	13
Not very important.....	5%	26	6%	26	0%	0
Not at all important.....	5%	23	5%	22	1%	1
Don't know.....	1%	7	1%	7	0%	0
Other factors of importance in decision to attend a community college						
Yes.....	50%	296	49%	243	55%	53
No.....	50%	305	51%	261	45%	44
Which occupational goal is most important to R at this time?						
To prepare for first full-time job.....	13%	104	13%	83	15%	21
To improve skills on present job.....	33%	125	34%	103	28%	22
To prepare for a new occupation.....	50%	297	50%	248	51%	49
Other.....	3%	14	2%	11	5%	3
Don't know.....	0%	3	0%	2	1%	1
Importance of location in decision to attend R's community college						
Very important.....	67%	381	68%	323	63%	58
Somewhat important.....	23%	149	21%	119	31%	30
Not very important.....	5%	43	6%	37	5%	6
Not at all important.....	4%	27	5%	24	1%	3
Don't know.....	0%	1	0%	1	0%	0
Importance of cost in decision to attend R's community college						
Very important.....	53%	299	53%	249	54%	50
Somewhat important.....	20%	138	21%	116	19%	22
Not very important.....	15%	96	14%	79	18%	17
Not at all important.....	12%	64	12%	56	9%	8

Table 5
Student Race by Survey Item

	Total		Race of Respondent			
			White		Nonwhite	
Don't know.....	1%	3	1%	3	0%	0
Importance of availability of courses/program in decision to attend R's community college						
Very important.....	67%	394	65%	319	76%	75
Somewhat important.....	24%	158	26%	142	18%	16
Not very important.....	6%	36	6%	32	5%	4
Not at all important.....	1%	7	1%	6	1%	1
Don't know.....	1%	5	1%	4	1%	1
Importance of quality of teaching in decision to attend R's community college						
Very important.....	67%	396	66%	326	72%	70
Somewhat important.....	24%	148	24%	127	20%	21
Not very important.....	6%	34	6%	31	4%	3
Not at all important.....	1%	10	2%	9	1%	1
Don't know.....	2%	12	2%	10	3%	2
Importance of open admissions policy in decision to attend R's community college						
Very important.....	39%	233	39%	193	39%	40
Somewhat important.....	27%	180	26%	148	32%	32
Not very important.....	16%	95	16%	83	13%	12
Not at all important.....	16%	84	17%	74	14%	10
Don't know.....	2%	9	2%	6	2%	3
Other factors of importance in decision to attend R's community college						
Yes.....	21%	125	19%	97	29%	28
No.....	79%	472	81%	407	71%	65
When R decided to attend for full term						
Within one month of the beginning of the semester..	25%	141	26%	121	20%	20
More than one month, but less than three months before...	19%	124	19%	107	18%	17

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
More than three months before.	55%	328	54%	270	60%	58
Don't know.....	2%	7	1%	5	3%	2
Does R plan to complete a program?						
Yes, definitely.....	49%	303	46%	243	66%	60
Yes, probably.....	12%	63	13%	53	10%	10
Uncertain.....	9%	47	9%	42	8%	5
No, probably not.....	11%	80	12%	71	6%	9
No, definitely not.....	13%	104	20%	93	16%	11
About how long will it take R to complete program?						
Less than one year.....	14%	45	16%	39	7%	6
One year.....	21%	75	21%	50	25%	17
Two years.....	37%	171	35%	136	45%	35
Three years or more.....	21%	52	21%	41	21%	11
Don't know.....	7%	20	8%	19	3%	1
Does R plan to enroll next spring semester?						
Yes, definitely.....	67%	427	66%	354	74%	73
Yes, probably.....	11%	55	11%	47	9%	8
Uncertain.....	8%	42	8%	38	5%	4
No, probably not.....	6%	35	7%	31	4%	4
No, definitely not.....	8%	42	8%	34	8%	8
Did R apply for admission to four-year school before enrolling in specific community college?						
Yes.....	34%	211	34%	178	33%	33
No.....	66%	388	65%	324	67%	64
Don't know.....	0%	1	0%	1	0%	0
Was R accepted for admission by four-year school?						
Yes.....	84%	163	85%	138	81%	25
No.....	15%	45	15%	37	19%	8
Don't know.....	1%	2	1%	2	0%	0
How much does R's community college cost compared to four-year public school?						

Table 5
Student Race by Survey Items

	Total		Race of Respondent			
			White		Nonwhite	
Less.....	82%	503	83%	426	78%	77
More.....	1%	6	0%	4	3%	2
About the same.....	4%	22	3%	14	9%	8
Depends on the particular school.....	0%	4	0%	3	1%	1
Don't know.....	12%	66	13%	57	10%	9
How much does R's community college cost compared to four-year private school?						
Less.....	84%	512	84%	433	82%	79
More.....	1%	7	0%	4	3%	3
About the same.....	2%	8	1%	5	3%	3
Depends on the particular school.....	0%	1	0%	1	0%	0
Don't know.....	13%	73	14%	61	12%	12
How much does R's community college cost compared to trade/occupational school?						
Less.....	29%	162	27%	125	39%	37
More.....	7%	44	7%	36	9%	8
About the same.....	27%	189	27%	160	28%	29
Depends on the particular school.....	0%	5	0%	4	0%	1
Don't know.....	36%	200	39%	178	23%	22

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Total.....	100%	601	100%	85	100%	139	100%	127	100%	93	100%	132
Importance of desire to prepare for transfer to four-year school in decision to attend a community college												
Very important.....	42%	288	39%	41	48%	72	40%	58	35%	36	43%	66
Somewhat important.....	23%	132	19%	13	20%	29	29%	32	14%	17	28%	36
Not very important.....	14%	70	11%	10	12%	14	14%	15	20%	15	14%	15
Not at all important.....	20%	106	32%	21	18%	21	16%	21	31%	25	13%	14
Don't know.....	1%	5	0%	0	1%	3	1%	1	0%	0	1%	1
Importance of desire to acquire basic skills for further learning in decision to attend a community college												
Very important.....	69%	417	66%	56	65%	90	78%	95	72%	68	69%	92
Somewhat important.....	19%	119	21%	17	23%	33	11%	19	17%	18	20%	26
Not very important.....	7%	41	7%	9	7%	9	10%	12	1%	2	7%	8
Not at all important.....	4%	21	6%	3	4%	5	2%	1	8%	4	4%	6
Don't know.....	1%	3	0%	0	1%	2	0%	0	2%	1	0%	0
Importance of gaining a sense of personal accomplishment in decision to attend a community college												
Very important.....	74%	435	73%	59	68%	89	77%	95	70%	68	79%	103
Somewhat important.....	19%	123	21%	20	26%	38	15%	22	19%	17	17%	22
Not very important.....	3%	22	1%	3	4%	7	5%	6	4%	4	1%	2
Not at all important.....	3%	17	4%	3	2%	4	2%	2	6%	4	2%	4
Don't know.....	1%	3	0%	0	0%	0	1%	2	0%	0	1%	1
Importance of desire to acquire general knowledge in decision to attend a community college												
Very important.....	63%	379	53%	51	55%	77	75%	91	69%	62	64%	83
Somewhat important.....	28%	174	40%	29	34%	46	18%	29	23%	21	28%	38
Not very important.....	5%	31	7%	5	3%	8	4%	4	6%	5	6%	7
Not at all important.....	3%	14	0%	0	7%	7	2%	1	2%	2	2%	4
Don't know.....	1%	3	0%	0	1%	1	1%	2	0%	0	0%	0

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Importance of desire to prepare for occupation or career in decision to attend a community college												
Very important.....	73%	461	71%	67	65%	93	84%	108	75%	71	69%	100
Somewhat important.....	17%	84	21%	11	19%	26	10%	11	17%	16	19%	19
Not very important.....	5%	26	4%	5	6%	8	3%	4	4%	3	7%	6
Not at all important.....	5%	23	4%	2	6%	7	3%	3	4%	3	5%	7
Don't know.....	1%	7	0%	0	4%	5	0%	1	0%	0	0%	0
Other factors of importance in decision to attend a community college												
Yes.....	50%	296	55%	42	51%	75	43%	60	42%	40	59%	72
No.....	50%	305	45%	43	49%	64	57%	67	58%	53	41%	60
Which occupational goal is most important to R at this time?												
To prepare for first full-time job.....	13%	104	8%	11	15%	26	18%	32	11%	12	13%	21
To improve skill on present job.....	33%	125	44%	23	33%	24	32%	24	38%	27	26%	22
To prepare for a new occupation.....	50%	297	47%	43	47%	60	47%	61	50%	47	56%	71
Other.....	3%	14	1%	1	3%	6	2%	2	1%	1	5%	3
Don't know.....	0%	3	0%	0	1%	2	0%	0	0%	0	1%	1
Importance of location in decision to attend R's community college												
Very important.....	67%	381	71%	53	73%	95	76%	90	52%	48	66%	84
Somewhat important.....	23%	149	20%	21	22%	35	16%	25	32%	28	22%	31
Not very important.....	5%	43	6%	8	1%	3	7%	10	10%	13	5%	8
Not at all important.....	4%	27	3%	3	3%	5	2%	2	6%	4	8%	9
Don't know.....	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0
Importance of cost in decision to attend R's community college												
Very important.....	53%	299	44%	35	54%	72	60%	70	41%	39	62%	76
Somewhat important.....	20%	138	29%	28	19%	27	16%	28	16%	16	24%	36
Not very important.....	15%	96	11%	10	19%	29	9%	13	23%	22	7%	12
Not at all important.....	12%	64	14%	11	9%	11	15%	15	19%	15	6%	7

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Don't know.....	1%	3	2%	1	0%	0	0%	0	1%	1	1%	1
Importance of availability of courses/program in decision to attend R's community college												
Very important.....	67%	394	74%	58	66%	90	67%	82	66%	63	65%	86
Somewhat important.....	24%	158	21%	23	24%	36	27%	36	19%	17	27%	37
Not very important.....	6%	36	2%	2	7%	10	7%	9	7%	7	6%	7
Not at all important.....	1%	7	1%	1	2%	2	0%	0	4%	3	1%	1
Don't know.....	1%	5	2%	1	0%	1	0%	0	4%	2	1%	1
Importance of quality of teaching in decision to attend R's community college												
Very important.....	67%	396	79%	60	60%	82	70%	93	59%	60	69%	87
Somewhat important.....	24%	148	14%	17	28%	41	26%	29	28%	21	22%	34
Not very important.....	6%	34	6%	0	5%	7	4%	4	10%	8	4%	5
Not at all important.....	1%	10	1%	1	1%	3	0%	1	1%	2	3%	3
Don't know.....	2%	12	0%	0	5%	6	0%	0	2%	2	2%	3
Importance of open admissions policy in decision to attend R's community college												
Very important.....	39%	233	39%	31	36%	46	46%	60	43%	42	36%	46
Somewhat important.....	27%	180	28%	24	26%	43	26%	36	20%	22	31%	46
Not very important.....	16%	95	16%	17	16%	23	13%	17	18%	14	16%	20
Not at all important.....	16%	84	17%	12	19%	24	14%	13	16%	14	16%	18
Don't know.....	2%	9	0%	1	2%	3	2%	1	2%	1	2%	2
Other factors of importance in decision to attend R's community college												
Yes.....	21%	125	24%	18	19%	30	18%	22	21%	19	23%	32
No.....	79%	472	76%	67	81%	108	82%	104	79%	74	77%	98
When R decided to attend for full term												
Within one month of the beginning of the semester..	25%	141	35%	27	24%	31	28%	26	26%	24	17%	25
More than one month, but less than three months before...	19%	124	16%	17	19%	29	15%	22	20%	18	22%	32

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
More than three months before.	55%	328	49%	41	55%	76	50%	78	49%	48	59%	74
Don't know.....	2%	7	0%	0	2%	2	0%	1	4%	3	1%	1
Does R plan to complete a program?												
Yes, definitely.....	49%	303	58%	51	48%	62	46%	65	48%	44	48%	67
Yes, probably.....	12%	63	6%	3	13%	15	12%	14	14%	14	15%	16
Uncertain.....	9%	47	6%	5	8%	10	14%	14	8%	7	7%	8
No, probably not.....	11%	80	15%	14	8%	19	11%	15	13%	13	12%	17
No, definitely not.....	18%	104	15%	12	24%	31	16%	18	17%	14	17%	24
About how long will it take R to complete program?												
Less than one year.....	14%	45	16%	7	15%	9	10%	8	12%	6	16%	12
One year.....	21%	75	22%	10	24%	17	30%	22	22%	12	13%	12
Two years.....	37%	171	40%	29	29%	34	34%	34	34%	24	45%	42
Three years or more.....	21%	52	17%	6	23%	12	25%	12	20%	9	20%	11
Don't know.....	7%	20	4%	1	9%	5	2%	3	11%	6	7%	5
Does R plan to enroll next spring semester?												
Yes, definitely.....	67%	427	62%	60	74%	107	67%	90	57%	57	71%	96
Yes, probably.....	11%	55	8%	6	8%	9	7%	8	18%	15	13%	15
Uncertain.....	8%	42	14%	8	7%	9	7%	8	8%	8	6%	8
No, probably not.....	6%	35	11%	8	4%	6	6%	8	10%	7	4%	4
No, definitely not.....	8%	42	4%	3	7%	8	13%	13	8%	6	6%	9
Did R apply for admission to four-year school before enrolling in specific community college?												
Yes.....	34%	211	35%	28	44%	65	29%	37	28%	26	33%	46
No.....	66%	388	65%	56	56%	74	71%	90	72%	66	67%	86
Don't know.....	0%	1	0%	0	0%	0	0%	0	1%	1	0%	0
Was R accepted for admission by four-year school?												
Yes.....	84%	163	87%	23	78%	46	79%	25	77%	20	96%	41
No.....	15%	45	13%	5	22%	19	20%	10	23%	5	4%	4
Don't know.....	1%	2	0%	0	0%	0	2%	1	0%	0	1%	1
How much does R's community college cost compared to four-year public school?												

Table 6
Geographic Region by Survey Items

	Total		Region									
			Northwest		D.C. suburbs		West		South Central		Tidewater	
Less.....	82%	503	82%	71	82%	117	87%	111	80%	78	82%	112
More.....	1%	6	1%	1	0%	1	0%	0	0%	9	1%	1
About the same.....	4%	22	7%	5	5%	5	4%	4	2%	2	2%	2
Depends on the particular school.....	0%	4	0%	0	0%	0	0%	1	1%	1	0%	1
Don't know.....	12%	66	9%	8	12%	16	9%	11	17%	12	15%	16
<hr/>												
How much does R's community college cost compared to four-year private school?												
Less.....	84%	512	88%	75	86%	121	90%	115	75%	72	84%	113
More.....	1%	7	0%	0	0%	1	0%	0	1%	2	2%	3
About the same.....	2%	8	0%	1	1%	1	0%	0	3%	3	1%	2
Depends on the particular school.....	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0
Don't know.....	13%	73	12%	9	12%	16	10%	12	21%	16	12%	14
<hr/>												
How much does R's community college cost compared to trade/occupational school?												
Less.....	29%	162	24%	19	37%	48	31%	35	14%	13	35%	45
More.....	7%	44	12%	7	4%	9	6%	10	3%	9	6%	6
About the same.....	27%	189	33%	28	21%	33	34%	47	31%	36	18%	35
Depends on the particular school.....	0%	5	1%	1	1%	2	0%	0	0%	0	0%	1
Don't know.....	36%	200	30%	30	36%	46	29%	35	45%	35	41%	45

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Total.....	100%	601	100%	301	100%	300	100%	301	100%	300
Sex										
Male.....	36%	230	38%	121	35%	117	46%	137	33%	101
Female.....	64%	363	62%	180	65%	183	54%	164	67%	199
Race										
White.....	80%	489	83%	251	79%	238	82%	249	80%	240
Black.....	13%	67	10%	28	14%	39	10%	28	14%	39
Oriental.....	4%	26	6%	16	3%	10	4%	13	4%	13
Spanish surname.....	3%	15	1%	5	3%	10	3%	9	2%	6
Other.....	1%	4	0%	1	1%	3	1%	2	1%	2
Age of Respondent										
17-21 yrs.....	34%	300	51%	183	25%	117	73%	227	20%	73
22-34 yrs.....	36%	173	27%	68	41%	105	20%	55	42%	118
35 yrs. or older.....	30%	127	22%	49	35%	78	7%	19	39%	108
Student status										
New.....	24%	219	70%	219	0%	0	30%	121	21%	98
Returning.....	66%	300	0%	0	100%	300	62%	150	68%	150
Transfer.....	10%	82	30%	82	0%	0	7%	30	11%	52
Enrollment status										
Full-time.....	26%	301	29%	151	25%	150	100%	301	0%	0
Part-time.....	74%	300	71%	150	75%	150	0%	0	100%	300
Program level										
Transfer degree freshman.....	20%	153	21%	76	20%	77	36%	109	15%	44
Developmental.....	3%	21	3%	15	3%	9	5%	17	3%	7
Diploma freshman.....	0%	1	0%	0	0%	1	0%	1	0%	0
Certificate freshman.....	6%	31	0%	13	6%	18	5%	16	6%	15
Unclassified.....	45%	245	59%	151	38%	94	23%	73	53%	172
O/T degree freshman.....	15%	96	13%	46	15%	50	20%	59	13%	37
Transfer degree sophomore.....	4%	19	0%	0	6%	19	5%	11	4%	8
O/T degree sophomore.....	7%	32	0%	0	11%	32	6%	15	8%	17
College code on record										
New River.....	2	12	1%	4	2%	8	3%	8	2%	4
Southside Virginia.....	3%	21	3%	10	3%	11	5%	14	2%	7
Paul D. Comp.....	1%	3	0%	1	1%	2	0%	1	1%	2
Rappahannock.....	3%	14	2%	6	3%	8	2%	5	3%	9

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Donville.....	2%	14	2%	8	2%	6	3%	10	2%	4
Northern Virginia.....	25%	157	27%	82	24%	75	27%	82	24%	75
Piedmont Virginia.....	3%	24	6%	20	2%	4	3%	11	4%	13
J. Sargeant Reynolds.....	9%	51	10%	28	8%	23	7%	21	10%	30
Eastern Shore.....	17%	86	13%	38	19%	50	12%	37	18%	51
Patrick Henry.....	0%	4	1%	2	0%	2	1%	3	0%	1
Virginia Western.....	6%	37	5%	16	7%	21	7%	20	6%	17
D. S. Lancaster.....	2%	9	2%	6	1%	3	1%	3	2%	6
Wytheville.....	2%	8	2%	4	2%	4	1%	2	2%	6
John Tyler.....	4%	22	6%	15	3%	7	2%	7	4%	15
Blue Ridge.....	2%	14	2%	8	2%	6	3%	10	2%	4
Central Virginia.....	2%	13	2%	5	2%	8	2%	6	2%	7
Thomas Nelson.....	6%	36	7%	17	6%	19	5%	15	7%	21
Southwest Virginia.....	3%	14	0%	2	4%	12	3%	9	2%	5
Germano.....	4%	31	5%	18	3%	13	7%	22	2%	9
Lord Fairfax.....	4%	19	3%	9	4%	10	2%	8	4%	11
Mountain Empire.....	2%	10	1%	2	2%	8	3%	7	1%	3
Does R attend recorded community college?										
Yes.....	83%	509	86%	258	82%	251	86%	259	82%	250
No.....	17%	92	14%	43	18%	49	14%	42	18%	50
Corrected community college attended										
New River.....	2%	12	1%	4	2%	8	3%	8	2%	4
Southside Virginia.....	3%	21	3%	10	3%	11	5%	14	2%	7
Paul D. Comp.....	1%	3	0%	1	1%	2	0%	1	1%	2
Rappahannock.....	3%	14	2%	6	3%	8	2%	5	3%	9
Donville.....	2%	14	2%	8	2%	6	3%	10	2%	4
Northern Virginia.....	25%	157	27%	82	24%	75	27%	82	25%	75
Piedmont Virginia.....	3%	24	6%	20	2%	4	3%	11	4%	13
J. Sargeant Reynolds.....	9%	51	10%	28	8%	23	7%	21	10%	30
Eastern Shore.....	2%	11	1%	3	2%	8	3%	7	2%	4
Patrick Henry.....	0%	4	1%	2	0%	2	1%	3	0%	1
Virginia Western.....	6%	36	5%	16	7%	20	7%	20	6%	16
D. S. Lancaster.....	2%	9	2%	6	1%	3	1%	3	2%	6
Wytheville.....	2%	8	2%	4	2%	4	1%	2	2%	6
John Tyler.....	4%	22	6%	15	3%	7	2%	7	4%	15
Blue Ridge.....	2%	14	2%	8	2%	6	3%	10	2%	4
Central Virginia.....	2%	13	2%	5	2%	8	2%	6	2%	7
Thomas Nelson.....	6%	36	7%	17	6%	19	5%	15	7%	21

(continued)

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Southwest Virginia.....	3%	14	0%	2	4%	12	3%	9	2%	5
Tidewater.....	15%	77	12%	35	16%	42	10%	30	17%	47
Virginia Highlands.....	1%	14	2%	8	1%	6	4%	12	1%	2
Germanna.....	2%	17	4%	10	1%	7	3%	10	2%	7
Lord Fairfax.....	4%	19	3%	9	4%	10	2%	8	4%	11
Mountain Empire.....	2%	10	1%	2	2%	8	3%	7	1%	3
Corrected year of high school graduation										
1989, 1990.....	14%	143	34%	125	4%	18	31%	110	8%	33
1985-1988.....	25%	180	21%	63	27%	117	51%	132	16%	48
1984 or earlier.....	61%	258	45%	104	69%	154	18%	51	76%	207
Type of high school diploma										
Standard diploma.....	69%	222	71%	131	68%	91	67%	162	72%	60
Advanced diploma.....	27%	92	24%	51	30%	41	31%	76	21%	16
Other kind of diploma.....	2%	5	3%	5	0%	0	1%	2	3%	3
Don't know.....	2%	5	2%	2	3%	3	1%	2	4%	3
Is R currently employed?										
Yes.....	79%	439	72%	207	82%	232	66%	196	83%	243
No.....	21%	162	28%	94	18%	68	34%	105	17%	57
R's employment status										
Full-time.....	65%	221	58%	95	68%	126	20%	37	77%	184
Part-time.....	35%	217	42%	111	32%	106	80%	159	23%	58
Region										
Northwest.....	14%	85	16%	50	13%	35	14%	45	14%	40
D.C. suburbs.....	23%	139	25%	70	22%	69	26%	73	22%	66
West.....	21%	127	17%	52	24%	75	27%	75	19%	52
South Central.....	16%	93	21%	55	13%	38	14%	40	17%	53
Tidewater.....	26%	132	22%	57	28%	75	20%	55	28%	77
Correct year of high school graduation										
GED.....	2%	13	1%	4	3%	9	3%	8	2%	5
33.....	0%	1	0%	1	0%	0	0%	0	0%	1
34.....	0%	1	0%	1	0%	0	0%	0	0%	1
37.....	0%	1	0%	0	1%	1	0%	0	0%	1
38.....	0%	1	0%	0	1%	1	0%	0	0%	1
39.....	0%	1	0%	1	0%	0	0%	1	0%	0

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
41.....	0%	1	0%	1	0%	0	0%	0	0%	1
43.....	0%	2	0%	1	1%	1	0%	0	1%	2
46.....	0%	1	0%	0	1%	1	0%	0	0%	1
50.....	1%	3	0%	1	1%	2	0%	1	1%	2
52.....	1%	5	1%	3	1%	2	0%	1	1%	4
53.....	0%	1	0%	0	1%	1	0%	0	0%	1
54.....	0%	1	0%	1	0%	0	0%	0	0%	1
56.....	0%	1	0%	1	0%	0	0%	0	0%	1
57.....	0%	2	0%	1	1%	1	0%	0	1%	2
58.....	1%	3	0%	1	1%	2	0%	0	1%	3
59.....	1%	3	1%	2	1%	1	0%	0	1%	3
60.....	0%	1	0%	1	0%	0	0%	0	0%	1
61.....	0%	1	0%	1	0%	0	0%	0	0%	1
62.....	1%	6	1%	2	1%	4	1%	3	1%	3
63.....	0%	2	0%	1	1%	1	0%	0	1%	2
64.....	3%	14	3%	6	4%	8	0%	1	4%	13
65.....	1%	4	1%	2	1%	2	0%	0	1%	4
66.....	2%	5	0%	1	2%	4	0%	0	2%	5
67.....	2%	7	0%	1	3%	6	1%	2	2%	5
68.....	2%	7	0%	1	2%	6	1%	2	2%	5
69.....	3%	12	1%	2	4%	10	1%	2	4%	10
70.....	2%	10	2%	6	2%	4	1%	3	2%	7
71.....	3%	8	0%	1	4%	7	0%	0	3%	8
72.....	3%	12	2%	5	4%	7	0%	0	4%	12
73.....	2%	9	1%	4	2%	5	1%	3	2%	6
74.....	3%	11	1%	3	4%	8	0%	1	4%	10
75.....	4%	18	4%	10	3%	8	2%	5	4%	13
76.....	3%	10	1%	3	4%	7	0%	1	4%	9
77.....	3%	14	2%	5	4%	9	1%	3	4%	11
78.....	2%	7	1%	3	2%	4	0%	1	2%	6
79.....	3%	15	4%	10	2%	5	1%	4	3%	11
80.....	3%	14	2%	5	4%	9	1%	2	4%	12
81.....	1%	7	1%	2	1%	5	2%	4	1%	3
82.....	4%	17	4%	8	4%	9	1%	3	5%	14
83.....	3%	11	1%	2	4%	9	1%	3	3%	8
84.....	1%	8	1%	4	1%	4	2%	5	1%	3
85.....	3%	21	2%	6	4%	15	5%	13	3%	8
86.....	4%	26	2%	6	5%	20	7%	19	3%	7
87.....	7%	47	6%	19	7%	28	11%	31	5%	16
88.....	10%	86	10%	32	10%	54	26%	69	5%	17
89.....	12%	134	30%	117	3%	17	30%	109	6%	25
90.....	2%	9	4%	8	1%	1	0%	1	2%	8

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Don't know.....	1%	3	1%	2	1%	1	0%	0	1%	3
Age of Respondent										
17.00.....	2%	13	5%	13	0%	0	1%	5	2%	8
18.00.....	9%	98	21%	82	3%	16	21%	76	5%	22
19.00.....	10%	97	14%	51	9%	46	27%	79	5%	18
20.00.....	8%	61	8%	25	8%	36	16%	44	5%	17
21.00.....	4%	31	3%	12	4%	19	8%	23	3%	8
22.00.....	3%	19	2%	5	4%	14	5%	12	2%	7
23.00.....	3%	17	2%	6	3%	11	4%	10	2%	7
24.00.....	3%	11	0%	1	4%	10	1%	3	4%	8
25.00.....	3%	13	3%	6	3%	7	1%	3	3%	10
26.00.....	2%	10	2%	4	2%	6	1%	2	3%	8
27.00.....	3%	13	2%	5	3%	8	2%	4	3%	9
28.00.....	2%	13	2%	7	2%	6	2%	5	3%	8
29.00.....	2%	9	2%	5	2%	4	0%	1	3%	8
30.00.....	3%	13	1%	3	4%	10	1%	3	4%	10
31.00.....	2%	9	2%	5	2%	4	1%	3	2%	6
32.00.....	3%	18	4%	11	3%	7	2%	5	4%	13
33.00.....	3%	14	2%	5	4%	9	1%	2	4%	12
34.00.....	4%	14	2%	5	5%	9	0%	2	5%	12
35.00.....	3%	12	2%	5	3%	7	1%	2	4%	10
36.00.....	2%	8	0%	1	4%	7	0%	0	3%	8
37.00.....	3%	13	3%	8	2%	5	1%	3	3%	10
38.00.....	3%	11	0%	1	4%	10	1%	2	4%	9
39.00.....	2%	9	1%	2	3%	7	1%	3	2%	6
40.00.....	2%	8	0%	1	3%	7	1%	2	3%	6
41.00.....	1%	6	1%	2	2%	4	1%	2	2%	4
42.00.....	1%	5	1%	3	1%	2	0%	0	2%	5
43.00.....	2%	9	2%	4	2%	5	0%	1	3%	8
44.00.....	2%	8	2%	4	2%	4	0%	0	3%	8
45.00.....	2%	6	0%	0	2%	6	1%	2	2%	4
47.00.....	1%	3	1%	2	1%	1	0%	0	1%	3
48.00.....	1%	3	1%	2	1%	1	0%	0	1%	3
49.00.....	1%	5	1%	3	1%	2	0%	0	2%	5
50.00.....	0%	2	0%	1	1%	1	0%	0	1%	2
53.00.....	0%	1	0%	1	0%	0	0%	0	0%	1
54.00.....	1%	3	0%	1	1%	2	0%	0	1%	3
55.00.....	0%	1	0%	1	0%	0	0%	1	0%	0
56.00.....	0%	2	0%	1	1%	1	0%	0	1%	2
57.00.....	1%	3	0%	1	1%	2	0%	1	1%	2
64.00.....	0%	2	0%	1	1%	1	0%	0	1%	2

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
66.00.....	0%	1	0%	1	0%	0	0%	0	0%	1
68.00.....	0%	1	0%	0	1%	1	0%	0	0%	1
69.00.....	0%	1	0%	0	1%	1	0%	0	0%	1
71.00.....	0%	1	0%	0	1%	1	0%	0	0%	1
72.00.....	0%	1	0%	1	0%	0	0%	0	0%	1
73.00.....	0%	1	0%	1	0%	0	0%	0	0%	1
74.00.....	0%	1	0%	1	0%	0	0%	0	0%	1
Hours completed										
0.....	37%	314	98%	294	6%	20	41%	157	36%	157
1.....	1%	6	0%	0	2%	6	2%	4	1%	2
2.....	4%	13	0%	0	6%	13	0%	1	5%	12
3.....	4%	17	0%	0	6%	17	3%	7	5%	10
4.....	3%	9	0%	0	4%	9	1%	2	3%	7
5.....	2%	6	0%	0	2%	6	1%	2	2%	4
6.....	2%	10	0%	1	3%	9	2%	6	2%	4
7.....	1%	6	0%	0	2%	6	1%	3	1%	3
8.....	1%	3	0%	0	1%	3	1%	2	0%	1
9.....	2%	9	0%	0	2%	9	2%	6	1%	3
10.....	3%	12	0%	2	4%	10	2%	6	3%	6
11.....	1%	6	0%	1	1%	5	2%	5	0%	1
12.....	2%	9	0%	0	3%	9	2%	4	2%	5
13.....	0%	1	0%	0	0%	1	0%	1	0%	0
14.....	1%	4	0%	0	2%	4	0%	0	2%	4
15.....	1%	5	0%	0	2%	5	1%	2	1%	3
16.....	0%	2	0%	0	0%	2	1%	2	0%	0
17.....	1%	5	0%	1	1%	4	1%	3	1%	2
18.....	1%	4	0%	0	1%	4	1%	2	1%	2
19.....	1%	9	0%	0	2%	9	3%	7	1%	2
20.....	1%	3	0%	1	1%	2	0%	1	1%	2
21.....	1%	5	0%	0	2%	5	1%	2	1%	3
22.....	1%	6	0%	0	2%	6	2%	4	1%	2
23.....	1%	4	0%	0	1%	4	1%	2	1%	2
24.....	1%	4	0%	0	1%	4	1%	2	1%	2
25.....	2%	8	0%	0	2%	8	2%	5	1%	3
26.....	1%	8	0%	0	2%	8	2%	6	1%	2
27.....	0%	2	0%	0	0%	2	1%	2	0%	0
28.....	1%	5	0%	0	2%	5	0%	1	2%	4
29.....	1%	5	0%	0	1%	5	1%	3	1%	2
30.....	0%	1	0%	0	1%	1	0%	0	0%	1
32.....	1%	5	0%	0	1%	5	1%	3	1%	2
33.....	1%	5	0%	0	1%	5	1%	3	1%	2

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
34.....	0%	3	0%	0	0%	3	1%	3	0%	0
35.....	1%	7	0%	0	1%	7	2%	6	0%	1
36.....	0%	3	0%	0	0%	3	1%	3	0%	0
37.....	1%	3	0%	0	1%	3	1%	2	0%	1
38.....	2%	6	0%	0	2%	6	1%	2	2%	4
39.....	1%	4	0%	0	1%	4	1%	2	1%	2
40.....	1%	3	0%	0	1%	3	1%	2	0%	1
41.....	1%	3	0%	0	2%	3	0%	0	1%	3
42.....	1%	3	0%	0	1%	3	1%	2	0%	1
43.....	1%	3	0%	0	1%	3	1%	2	0%	1
44.....	0%	2	0%	0	1%	2	0%	1	0%	1
45.....	1%	3	0%	0	1%	3	1%	2	0%	1
46.....	1%	5	0%	0	2%	5	1%	2	1%	3
47.....	0%	1	0%	0	1%	1	0%	0	0%	1
48.....	0%	2	0%	0	0%	2	1%	2	1%	0
49.....	0%	1	0%	0	1%	1	0%	0	0%	1
51.....	1%	3	0%	0	1%	3	1%	2	0%	1
52.....	1%	3	0%	0	1%	3	1%	2	0%	1
53.....	0%	2	0%	0	1%	2	0%	1	0%	1
54.....	1%	3	0%	0	1%	3	1%	2	0%	1
56.....	0%	1	0%	0	0%	1	0%	1	0%	0
57.....	1%	6	0%	0	2%	6	1%	3	1%	3
58.....	0%	1	0%	0	1%	1	0%	0	0%	1
59.....	0%	1	0%	0	0%	1	0%	1	0%	0
60.....	0%	1	0%	0	1%	1	0%	0	0%	1
61.....	1%	2	0%	0	1%	2	0%	0	1%	2
62.....	0%	1	0%	0	1%	1	0%	0	0%	1
66.....	0%	1	0%	0	1%	1	0%	0	0%	1
68.....	0%	1	0%	0	0%	1	0%	1	0%	0
69.....	0%	2	0%	1	1%	1	0%	0	1%	2
72.....	0%	1	0%	0	1%	1	0%	0	0%	1
75.....	0%	1	0%	0	1%	1	0%	0	0%	1
76.....	0%	1	0%	0	1%	1	0%	0	0%	1
80.....	0%	1	0%	0	1%	1	0%	0	0%	1
81.....	0%	1	0%	0	1%	1	0%	0	0%	1
86.....	0%	1	0%	0	1%	1	0%	0	0%	1
94.....	0%	1	0%	0	1%	1	0%	0	0%	1
98.....	0%	1	0%	0	0%	1	0%	1	0%	0
102.....	0%	1	0%	0	1%	1	0%	0	0%	1
127.....	0%	1	0%	0	1%	1	0%	0	0%	1
Curriculum code										

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
1.....	1%	5	2%	5	0%	0	0%	0	1%	5
21.....	8%	35	7%	17	8%	18	2%	5	10%	30
22.....	2%	10	2%	5	3%	5	0%	0	3%	10
23.....	4%	16	3%	8	4%	8	0%	2	5%	14
24.....	20%	112	26%	70	16%	42	12%	39	22%	73
25.....	1%	4	1%	2	1%	2	0%	0	1%	4
26.....	2%	14	2%	9	1%	5	3%	11	1%	3
27.....	2%	11	4%	9	1%	2	1%	2	2%	9
28.....	2%	15	4%	10	1%	5	2%	7	2%	8
29.....	0%	2	0%	1	1%	1	0%	0	1%	2
56.....	0%	1	0%	0	1%	1	0%	0	0%	1
77.....	0%	1	0%	1	0%	0	0%	0	0%	1
116.....	0%	1	0%	1	0%	0	0%	1	0%	0
118.....	0%	2	0%	1	0%	1	1%	2	0%	0
156.....	2%	12	1%	3	3%	9	2%	5	3%	7
157.....	0%	2	0%	1	0%	1	1%	2	0%	0
172.....	0%	2	0%	1	0%	1	1%	2	0%	0
180.....	0%	1	0%	0	0%	1	0%	1	0%	0
202.....	0%	1	0%	0	0%	1	0%	1	0%	0
203.....	4%	17	3%	8	4%	9	1%	5	4%	12
209.....	1%	5	0%	1	1%	4	1%	3	1%	2
210.....	0%	2	0%	1	1%	1	0%	1	0%	1
211.....	1%	6	1%	3	2%	3	0%	0	2%	6
212.....	3%	18	2%	7	4%	11	3%	8	4%	10
213.....	5%	36	4%	16	5%	20	9%	25	4%	11
216.....	2%	13	1%	5	2%	8	4%	11	1%	2
218.....	1%	6	0%	2	1%	4	2%	5	0%	1
219.....	0%	1	0%	1	0%	0	0%	1	0%	0
221.....	1%	3	0%	1	1%	2	0%	0	1%	3
224.....	0%	2	0%	1	1%	1	0%	1	0%	1
226.....	0%	1	0%	0	0%	1	0%	1	0%	0
234.....	2%	12	3%	8	1%	4	2%	6	2%	6
235.....	0%	1	0%	0	0%	1	0%	1	0%	0
245.....	0%	1	0%	1	0%	0	0%	0	0%	1
246.....	0%	2	0%	1	0%	1	1%	2	0%	0
247.....	0%	1	0%	0	1%	1	0%	0	0%	1
248.....	0%	1	0%	0	1%	1	0%	0	0%	1
251.....	1%	5	0%	1	1%	4	1%	3	1%	2
260.....	0%	2	0%	1	0%	1	1%	2	0%	0
261.....	0%	1	0%	1	0%	0	0%	0	0%	1
272.....	0%	1	0%	1	0%	0	0%	0	0%	1
289.....	0%	1	0%	1	0%	0	0%	0	0%	1

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
294.....	1%	10	1%	3	1%	7	3%	9	0%	1
400.....	1%	3	0%	0	1%	3	1%	2	0%	1
462.....	0%	1	0%	0	1%	1	0%	0	0%	1
464.....	1%	6	0%	2	2%	4	1%	3	1%	3
476.....	0%	1	0%	0	0%	1	0%	1	0%	0
480.....	0%	3	0%	2	0%	1	1%	3	0%	0
502.....	0%	1	0%	1	0%	0	0%	1	0%	0
513.....	0%	2	0%	0	1%	2	0%	1	0%	1
516.....	0%	1	0%	1	0%	0	0%	1	0%	0
529.....	1%	6	1%	4	1%	2	1%	3	1%	3
555.....	0%	2	0%	1	1%	1	0%	1	0%	1
624.....	1%	11	1%	6	1%	5	3%	10	0%	1
625.....	1%	9	1%	3	2%	6	2%	7	1%	2
634.....	0%	1	0%	0	1%	1	0%	0	0%	1
636.....	0%	2	0%	0	0%	2	1%	2	0%	0
648.....	3%	20	3%	11	3%	9	4%	13	2%	7
649.....	0%	6	1%	5	0%	1	2%	6	0%	0
650.....	1%	6	0%	2	1%	4	2%	6	0%	0
697.....	1%	13	1%	4	1%	9	4%	12	0%	1
699.....	6%	36	7%	19	5%	17	6%	17	6%	19
831.....	2%	10	2%	6	2%	4	1%	4	2%	6
836.....	0%	1	0%	0	0%	1	0%	1	0%	0
880.....	3%	22	3%	10	4%	12	4%	13	3%	9
881.....	1%	7	0%	2	1%	5	2%	6	0%	1
901.....	0%	4	1%	3	0%	1	1%	4	0%	0
902.....	0%	1	0%	1	0%	0	0%	0	0%	1
903.....	0%	1	0%	1	0%	0	0%	1	0%	0
905.....	0%	1	0%	0	1%	1	0%	0	0%	1
907.....	0%	1	0%	0	0%	1	0%	1	0%	0
908.....	0%	1	0%	0	1%	1	0%	0	0%	1
915.....	0%	2	0%	0	1%	2	0%	1	0%	1
921.....	0%	4	0%	0	1%	4	2%	4	0%	0
922.....	0%	1	0%	1	0%	0	0%	1	0%	0
925.....	0%	1	0%	1	0%	0	0%	0	0%	1
941.....	0%	1	0%	0	0%	1	0%	1	0%	0
942.....	0%	2	0%	0	1%	2	0%	1	0%	1
956.....	0%	2	0%	0	1%	2	0%	1	0%	1
966.....	1%	2	0%	0	1%	2	0%	0	1%	2
967.....	0%	2	0%	1	0%	1	1%	2	0%	0
968.....	0%	1	0%	1	0%	0	0%	1	0%	0
980.....	0%	1	0%	1	0%	0	0%	1	0%	0
981.....	1%	8	1%	4	1%	4	2%	5	1%	3

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
Jurisdiction code										
1.....	1%	4	0%	1	1%	3	1%	2	1%	2
2.....	1%	9	2%	7	1%	2	1%	4	2%	5
3.....	0%	2	1%	2	0%	0	0%	1	0%	1
5.....	0%	4	0%	1	0%	3	1%	3	0%	1
7.....	2%	12	2%	4	3%	8	2%	5	2%	7
8.....	1%	7	1%	4	2%	3	1%	3	2%	4
10.....	1%	8	1%	3	2%	5	2%	4	1%	4
12.....	0%	2	0%	2	0%	0	0%	2	0%	0
13.....	0%	2	0%	0	1%	2	0%	1	0%	1
14.....	1%	3	0%	0	1%	3	1%	2	0%	1
15.....	1%	3	1%	2	1%	1	0%	1	1%	2
16.....	1%	3	0%	1	1%	2	0%	1	1%	2
17.....	0%	2	0%	0	1%	2	0%	1	0%	1
18.....	1%	3	0%	1	1%	2	0%	0	1%	3
20.....	0%	3	0%	2	0%	1	1%	3	0%	0
21.....	3%	15	5%	11	2%	4	1%	3	3%	12
22.....	0%	1	0%	1	0%	0	0%	1	0%	0
24.....	0%	4	1%	3	0%	1	1%	2	0%	2
26.....	1%	3	0%	1	1%	2	1%	2	0%	1
27.....	0%	3	1%	3	0%	0	0%	1	0%	2
28.....	0%	1	0%	1	0%	0	0%	1	0%	0
29.....	10%	61	11%	32	10%	29	10%	30	10%	31
30.....	1%	2	0%	0	1%	2	0%	0	1%	2
32.....	0%	3	0%	2	1%	1	0%	2	0%	1
33.....	1%	6	0%	2	1%	4	1%	4	1%	2
34.....	1%	6	0%	2	2%	4	1%	3	1%	3
35.....	0%	1	0%	1	0%	0	0%	1	0%	0
36.....	1%	6	0%	2	2%	4	1%	3	1%	3
37.....	0%	2	0%	1	0%	1	0%	1	0%	1
38.....	0%	1	0%	1	0%	0	0%	0	0%	1
39.....	0%	2	0%	2	0%	0	0%	2	0%	0
40.....	0%	1	0%	0	0%	1	0%	1	0%	0
41.....	0%	2	1%	2	0%	0	0%	1	0%	1
42.....	2%	11	2%	5	3%	6	1%	4	3%	7
43.....	3%	16	3%	9	3%	7	2%	6	3%	10
44.....	0%	3	0%	0	0%	3	1%	3	0%	0
46.....	0%	2	0%	1	1%	1	0%	0	1%	2
47.....	1%	4	1%	2	1%	2	0%	1	1%	3
49.....	0%	1	0%	0	1%	1	0%	0	0%	1
51.....	0%	1	0%	1	0%	0	0%	0	0%	1
52.....	0%	1	0%	0	0%	1	0%	1	0%	0

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
53.....	1%	9	2%	6	1%	3	2%	5	1%	4
54.....	0%	1	0%	1	0%	0	0%	1	0%	0
55.....	1%	3	1%	2	1%	1	0%	1	1%	2
56.....	0%	2	0%	2	0%	0	0%	2	0%	0
57.....	0%	1	0%	1	0%	0	0%	1	0%	0
58.....	0%	3	0%	2	0%	1	1%	3	0%	0
59.....	0%	1	0%	1	0%	0	0%	1	0%	0
60.....	1%	6	0%	2	1%	4	1%	4	1%	2
64.....	0%	2	0%	0	1%	2	0%	1	0%	1
65.....	0%	1	0%	1	0%	0	0%	0	0%	1
66.....	1%	5	0%	1	1%	4	1%	3	1%	2
67.....	1%	3	1%	2	1%	1	0%	0	1%	3
68.....	1%	3	0%	1	1%	2	0%	1	1%	2
69.....	0%	1	0%	1	0%	0	0%	0	0%	1
70.....	0%	3	0%	1	0%	2	1%	2	0%	1
71.....	0%	1	0%	1	0%	0	0%	1	0%	0
72.....	0%	3	1%	2	0%	1	1%	2	0%	1
73.....	0%	2	0%	0	1%	2	0%	1	0%	1
74.....	4%	24	4%	13	3%	11	4%	13	3%	11
75.....	0%	4	0%	1	0%	3	2%	4	0%	0
76.....	0%	1	0%	1	0%	0	0%	0	0%	1
77.....	0%	2	0%	1	1%	1	0%	0	1%	2
78.....	3%	15	2%	5	4%	10	2%	5	4%	10
80.....	0%	1	0%	0	0%	1	0%	1	0%	0
81.....	0%	4	0%	2	0%	2	1%	4	0%	0
83.....	1%	5	0%	2	1%	3	1%	3	1%	2
84.....	0%	3	1%	3	0%	0	1%	3	0%	0
86.....	1%	6	1%	3	0%	3	2%	5	0%	1
87.....	1%	4	1%	3	1%	1	0%	2	1%	2
90.....	1%	7	0%	1	2%	6	1%	3	2%	4
91.....	1%	2	0%	0	1%	2	0%	0	1%	2
92.....	1%	6	1%	3	1%	3	2%	5	0%	1
93.....	0%	2	0%	0	1%	2	0%	1	0%	1
94.....	1%	7	0%	1	2%	6	2%	4	1%	3
95.....	0%	2	0%	1	1%	1	0%	1	0%	1
96.....	0%	2	0%	0	1%	2	0%	1	0%	1
120.....	4%	26	3%	10	4%	16	6%	16	3%	10
140.....	0%	3	0%	1	0%	2	1%	3	0%	0
160.....	0%	1	0%	0	1%	1	0%	0	0%	1
180.....	0%	3	1%	2	0%	1	0%	1	0%	2
200.....	1%	7	1%	3	1%	4	2%	5	1%	2
220.....	0%	2	0%	1	0%	1	1%	2	0%	0

Table 7
Respondent Characteristics: Total Sample and by
Student Status and Enrollment Status

	Total		Student status				Enrollment status			
			New or transfer		Returning		Full-time		Part-time	
240	0%	1	0%	1	0%	0	0%	0	0%	1
260	1%	3	1%	2	1%	1	0%	0	1%	3
280	1%	8	1%	5	2%	3	1%	5	1%	3
300	1%	3	1%	2	1%	1	0%	1	1%	2
320	0%	2	0%	2	0%	0	0%	2	0%	0
340	0%	1	0%	1	0%	0	0%	0	0%	1
360	1%	5	1%	3	0%	2	1%	3	0%	2
400	3%	14	2%	5	3%	9	2%	5	3%	9
420	0%	3	1%	3	0%	0	1%	3	0%	0
440	0%	1	0%	0	1%	1	0%	0	0%	1
480	0%	3	0%	2	1%	1	0%	2	0%	1
490	0%	1	0%	1	0%	0	0%	1	0%	0
495	0%	1	0%	0	1%	1	0%	0	0%	1
500	0%	1	0%	1	0%	0	0%	1	0%	0
520	2%	12	2%	5	2%	7	1%	5	2%	7
540	2%	12	1%	6	2%	5	3%	8	2%	4
600	2%	12	3%	6	2%	6	1%	3	3%	9
620	1%	3	1%	2	1%	1	0%	1	1%	2
640	2%	15	4%	10	2%	5	2%	6	2%	9
660	1%	4	1%	2	1%	2	0%	0	1%	4
680	0%	2	0%	0	0%	2	1%	2	0%	0
700	0%	1	0%	1	0%	0	0%	1	0%	0
740	1%	3	0%	0	1%	3	1%	2	0%	1
760	8%	42	7%	19	9%	23	5%	15	10%	27
780	0%	4	1%	2	0%	2	1%	3	0%	1
820	0%	4	1%	4	0%	0	0%	2	0%	2
901	1%	3	1%	2	1%	1	0%	1	1%	2
904	0%	1	0%	1	0%	0	0%	0	0%	1
905	0%	1	0%	1	0%	0	0%	0	0%	1
910	0%	1	0%	0	0%	1	0%	1	0%	0
911	0%	1	0%	1	0%	0	0%	0	0%	1
933	0%	1	0%	0	1%	1	0%	0	0%	1
939	0%	1	0%	1	0%	0	0%	1	0%	0
943	0%	3	1%	2	0%	1	0%	1	0%	2
944	0%	1	0%	1	0%	0	0%	1	0%	0
948	0%	1	0%	1	0%	0	0%	0	0%	1
949	0%	3	1%	2	0%	1	1%	2	0%	1
955	0%	1	0%	1	0%	0	0%	0	0%	1
960	1%	6	1%	4	0%	2	2%	5	0%	1

A-65

100

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Total.....	100%	151	100%	150	100%	150	100%	150
Sex								
Male.....	45%	68	35%	53	46%	69	32%	48
Female.....	55%	83	65%	97	54%	81	68%	102
Race								
White.....	85%	129	81%	122	80%	120	79%	118
Black.....	7%	11	11%	17	11%	17	15%	22
Oriental.....	4%	6	7%	10	5%	7	2%	3
Spanish surnamed.....	3%	4	1%	1	3%	5	3%	5
Other.....	1%	1	0%	0	1%	1	1%	2
Age of Respondent								
17-21 yrs.....	83%	126	38%	57	67%	101	11%	16
22-34 yrs.....	13%	19	33%	49	24%	36	46%	69
35 yrs. or older.....	4%	6	29%	43	9%	13	43%	65
Student status								
New.....	80%	121	65%	98	0%	0	0%	0
Returning.....	0%	0	0%	0	100%	150	100%	150
Transfer.....	20%	30	35%	52	0%	0	0%	0
Enrollment status								
Full-time.....	100%	151	0%	0	100%	150	0%	0
Part-time.....	0%	0	100%	150	0%	0	100%	150
Program level								
Transfer degree freshman.....	36%	55	14%	21	36%	54	15%	23
Developmental.....	9%	13	1%	2	3%	4	3%	5
Diploma freshman.....	0%	0	0%	0	1%	1	0%	0
Certificate freshman.....	5%	8	3%	5	5%	8	7%	10
Unclassified.....	30%	45	71%	106	19%	28	44%	66
O/T degree freshman.....	20%	30	11%	16	19%	29	14%	21
Transfer degree sophomore.....	0%	0	0%	0	7%	11	5%	8
O/T degree sophomore.....	0%	0	0%	0	10%	15	11%	17
College code on record								
New River.....	2%	3	1%	1	3%	5	2%	3
Southside Virginia.....	4%	6	3%	4	5%	8	2%	3
Paul D. Camp.....	0%	0	1%	1	1%	1	1%	1
Rappahannock.....	2%	3	2%	3	1%	2	4%	6

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Danville.....	5%	7	1%	1	2%	3	2%	3
Northern Virginia.....	28%	42	27%	40	27%	40	23%	35
Piedmont Virginia.....	7%	11	6%	9	0%	0	3%	4
J. Sargeant Reynolds.....	7%	11	11%	17	7%	10	9%	13
Eastern Shore.....	12%	18	13%	20	13%	19	21%	31
Patrick Henry.....	1%	1	1%	1	1%	2	0%	0
Virginia Western.....	7%	10	4%	6	7%	10	7%	11
D. S. Lancaster.....	1%	2	3%	4	1%	1	1%	2
Wytheville.....	1%	1	2%	3	1%	1	2%	3
Jahn Tyler.....	3%	4	7%	11	2%	3	3%	4
Blue Ridge.....	5%	7	1%	1	2%	3	2%	3
Central Virginia.....	1%	1	3%	4	3%	5	2%	3
Thomas Nelson.....	3%	5	8%	12	7%	10	6%	9
Southwest Virginia.....	1%	2	0%	0	5%	7	3%	5
Germano.....	7%	11	5%	7	7%	11	1%	2
Lord Fairfax.....	3%	5	3%	4	2%	3	5%	7
Mountain Empire.....	1%	1	1%	1	4%	6	1%	2
<hr/>								
Does R attend recorded community college?								
Yes.....	85%	128	87%	130	87%	131	80%	120
No.....	15%	23	13%	20	13%	19	20%	30
<hr/>								
Corrected community college attended								
New River.....	2%	3	1%	1	3%	5	2%	3
Southside Virginia.....	4%	6	3%	4	5%	8	2%	3
Paul D. Camp.....	0%	0	1%	1	1%	1	1%	1
Rappahannock.....	2%	3	2%	3	1%	2	4%	6
Danville.....	5%	7	1%	1	2%	3	2%	3
Northern Virginia.....	28%	42	27%	40	27%	40	23%	35
Piedmont Virginia.....	7%	11	6%	9	0%	0	3%	4
J. Sargeant Reynolds.....	7%	11	11%	17	7%	10	9%	13
Eastern Shore.....	1%	2	1%	1	3%	5	2%	3
Patrick Henry.....	1%	1	1%	1	1%	2	0%	0
Virginia Western.....	7%	10	4%	6	7%	10	7%	10
D. S. Lancaster.....	1%	2	3%	4	1%	1	1%	2
Wytheville.....	1%	1	2%	3	1%	1	2%	3
Jahn Tyler.....	3%	4	7%	11	2%	3	3%	4
Blue Ridge.....	5%	7	1%	1	2%	3	2%	3
Central Virginia.....	1%	1	3%	4	3%	5	2%	3
Thomas Nelson.....	3%	5	8%	12	7%	10	6%	9

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Southwest Virginia.....	1%	2	0%	0	5%	7	3%	5
Tidewater.....	11%	16	13%	19	9%	14	19%	28
Virginia Highlands.....	5%	7	1%	1	3%	5	1%	1
Germano.....	3%	4	4%	6	4%	6	1%	1
Lord Fairfax.....	3%	5	3%	4	2%	3	5%	7
Mountain Empire.....	1%	1	1%	1	4%	6	1%	2
Corrected year of high school graduation								
1989, 1990.....	63%	94	22%	31	11%	16	1%	2
1985-1988.....	23%	35	20%	28	67%	97	14%	20
1984 or earlier.....	13%	20	59%	84	22%	31	85%	123
Type of high school diploma								
Standard diploma.....	67%	86	75%	45	67%	76	68%	15
Advanced diploma.....	32%	41	17%	10	31%	35	27%	6
Other kind of diploma.....	2%	2	5%	3	0%	0	0%	0
Don't know.....	0%	0	3%	2	2%	2	5%	1
Is R currently employed?								
Yes.....	62%	94	75%	113	68%	102	87%	130
No.....	38%	57	25%	37	32%	48	13%	20
R's employment status								
Full-time.....	15%	14	72%	81	23%	23	79%	103
Part-time.....	85%	80	28%	31	77%	79	21%	27
Region								
Northwest.....	22%	31	14%	19	10%	14	14%	21
D.C. suburbs.....	24%	35	25%	35	26%	38	21%	31
West.....	22%	32	14%	20	30%	43	22%	32
South Central.....	15%	22	24%	33	13%	18	14%	20
Tidewater.....	17%	24	24%	33	22%	31	30%	44
Correct year of high school graduation								
GED.....	1%	2	1%	2	4%	6	2%	3
33.....	0%	0	1%	1	0%	0	0%	0
34.....	0%	0	1%	1	0%	0	0%	0
37.....	0%	0	0%	0	0%	0	1%	1
38.....	0%	0	0%	0	0%	0	1%	1
39.....	1%	1	0%	0	0%	0	0%	0

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
41.....	0%	0	1%	1	0%	0	0%	0
43.....	0%	0	1%	1	0%	0	1%	1
46.....	0%	0	0%	0	0%	0	1%	1
50.....	0%	0	1%	1	1%	1	1%	1
52.....	1%	1	1%	2	0%	0	1%	2
53.....	0%	0	0%	0	0%	0	1%	1
54.....	0%	0	1%	1	0%	0	0%	0
56.....	0%	0	1%	1	0%	0	0%	0
57.....	0%	0	1%	1	0%	0	1%	1
58.....	0%	0	1%	1	0%	0	1%	2
59.....	0%	0	1%	2	0%	0	1%	1
60.....	0%	0	1%	1	0%	0	0%	0
61.....	0%	0	1%	1	0%	0	0%	0
62.....	1%	1	1%	1	1%	2	1%	2
63.....	0%	0	1%	1	0%	0	1%	1
64.....	0%	0	4%	6	1%	1	5%	7
65.....	0%	0	1%	2	0%	0	1%	2
66.....	0%	0	1%	1	0%	0	3%	4
67.....	1%	1	0%	0	1%	1	3%	5
68.....	0%	0	1%	1	1%	2	3%	4
69.....	0%	0	1%	2	1%	2	5%	8
70.....	1%	2	3%	4	1%	1	2%	3
71.....	0%	0	1%	1	0%	0	5%	7
72.....	0%	0	3%	5	0%	0	5%	7
73.....	1%	2	1%	2	1%	1	3%	4
74.....	0%	0	2%	3	1%	1	5%	7
75.....	2%	3	5%	7	1%	2	4%	6
76.....	1%	1	1%	2	0%	0	5%	7
77.....	1%	1	3%	4	1%	2	5%	7
78.....	0%	0	2%	3	1%	1	2%	3
79.....	2%	3	5%	7	1%	1	3%	4
80.....	0%	0	3%	5	1%	2	5%	7
81.....	0%	0	1%	2	3%	4	1%	1
82.....	1%	1	5%	7	1%	2	5%	7
83.....	1%	1	1%	1	1%	2	5%	7
84.....	1%	2	1%	2	2%	3	1%	1
85.....	1%	2	3%	4	7%	11	3%	4
86.....	3%	4	1%	2	10%	15	3%	5
87.....	7%	10	6%	9	14%	21	5%	7
88.....	13%	19	9%	13	33%	50	3%	4
89.....	62%	93	16%	24	11%	16	1%	1
90.....	1%	1	5%	7	0%	0	1%	1

A-69

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
Don't know.....	0%	0	1%	2	0%	0	1%	1
Age of Respondent								
17.00.....	3%	5	5%	8	0%	0	0%	0
18.00.....	41%	62	13%	20	9%	14	1%	2
19.00.....	24%	36	10%	15	29%	43	2%	3
20.00.....	10%	15	7%	10	19%	29	5%	7
21.00.....	5%	8	3%	4	10%	15	3%	4
22.00.....	1%	2	2%	3	7%	10	3%	4
23.00.....	2%	3	2%	3	5%	7	3%	4
24.00.....	1%	1	0%	0	1%	2	5%	8
25.00.....	1%	1	3%	5	1%	2	3%	5
26.00.....	0%	0	3%	4	1%	2	3%	4
27.00.....	0%	0	3%	5	3%	4	3%	4
28.00.....	2%	3	3%	4	1%	2	3%	4
29.00.....	1%	1	3%	4	0%	0	3%	4
30.00.....	0%	0	2%	3	2%	3	5%	7
31.00.....	1%	2	2%	3	1%	1	2%	3
32.00.....	2%	3	5%	8	1%	2	3%	5
33.00.....	1%	1	3%	4	1%	1	5%	8
34.00.....	1%	2	2%	3	0%	0	6%	9
35.00.....	1%	1	3%	4	1%	1	4%	6
36.00.....	0%	0	1%	1	0%	0	5%	7
37.00.....	1%	2	4%	6	1%	1	3%	4
38.00.....	0%	0	1%	1	1%	2	5%	8
39.00.....	0%	0	1%	2	2%	3	3%	4
40.00.....	1%	1	0%	0	1%	1	4%	6
41.00.....	1%	1	1%	1	1%	1	2%	3
42.00.....	0%	0	2%	3	0%	6	1%	2
43.00.....	0%	0	3%	4	1%	1	3%	4
44.00.....	0%	0	3%	4	0%	0	3%	4
45.00.....	0%	0	0%	0	1%	2	3%	4
47.00.....	0%	0	1%	2	0%	0	1%	1
48.00.....	0%	0	1%	2	0%	0	1%	1
49.00.....	0%	0	2%	3	0%	0	1%	2
50.00.....	0%	0	1%	1	3%	0	1%	1
53.00.....	0%	0	1%	1	0%	0	0%	0
54.00.....	0%	0	1%	1	0%	0	1%	2
55.00.....	1%	1	0%	0	0%	0	0%	0
56.00.....	0%	0	1%	1	0%	0	1%	1
57.00.....	0%	0	1%	1	1%	1	1%	1
64.00.....	0%	0	1%	1	0%	0	1%	1

A-70

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
66.00.....	0%	0	1%	1	0%	0	0%	0
68.00.....	0%	0	0%	0	0%	0	1%	1
69.00.....	0%	0	0%	0	0%	0	1%	1
71.00.....	0%	0	0%	0	0%	0	1%	1
72.00.....	0%	0	1%	1	0%	0	0%	0
73.00.....	0%	0	1%	1	0%	0	0%	0
74.00.....	0%	0	1%	1	0%	0	0%	0
Hours completed								
0.....	97%	146	99%	148	77%	11	6%	9
1.....	0%	0	0%	0	3%	4	1%	2
2.....	0%	0	0%	0	1%	1	8%	12
3.....	0%	0	0%	0	5%	7	7%	10
4.....	0%	0	0%	0	1%	2	5%	7
5.....	0%	0	0%	0	1%	2	3%	4
6.....	1%	1	0%	0	3%	5	3%	4
7.....	0%	0	0%	0	2%	3	2%	3
8.....	0%	0	0%	0	1%	2	1%	1
9.....	0%	0	0%	0	4%	6	2%	3
10.....	1%	2	0%	0	3%	4	4%	6
11.....	1%	1	0%	0	3%	4	1%	1
12.....	0%	0	0%	0	3%	4	3%	5
13.....	0%	0	0%	0	1%	1	0%	0
14.....	0%	0	0%	0	0%	0	3%	4
15.....	0%	0	0%	0	1%	2	2%	3
16.....	0%	0	0%	0	1%	2	0%	0
17.....	1%	1	0%	0	1%	2	1%	2
18.....	0%	0	0%	0	1%	2	1%	2
19.....	0%	0	0%	0	5%	7	1%	2
20.....	0%	0	1%	1	1%	1	1%	1
21.....	0%	0	0%	0	1%	2	2%	3
22.....	0%	0	0%	0	3%	4	1%	2
23.....	0%	0	0%	0	1%	2	1%	2
24.....	0%	0	0%	0	1%	2	1%	2
25.....	0%	0	0%	0	3%	5	2%	3
26.....	0%	0	0%	0	4%	6	1%	2
27.....	0%	0	0%	0	1%	2	0%	0
28.....	0%	0	0%	0	1%	1	3%	4
29.....	0%	0	0%	0	2%	3	1%	2
30.....	0%	0	0%	0	0%	0	1%	1
32.....	0%	0	0%	0	2%	3	1%	2
33.....	0%	0	0%	0	2%	3	1%	2

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
34.....	0%	0	0%	0	2%	3	0%	0
35.....	0%	0	0%	0	4%	6	1%	1
36.....	0%	0	0%	0	2%	3	0%	0
37.....	0%	0	0%	0	1%	2	1%	1
38.....	0%	0	0%	0	1%	2	3%	4
39.....	0%	0	0%	0	1%	2	1%	2
40.....	0%	0	0%	0	1%	2	1%	1
41.....	0%	0	0%	0	0%	0	2%	3
42.....	0%	0	0%	0	1%	2	1%	1
43.....	0%	0	0%	0	1%	2	1%	1
44.....	0%	0	0%	0	1%	1	1%	1
45.....	0%	0	0%	0	1%	2	1%	1
46.....	0%	0	0%	0	1%	2	2%	3
47.....	0%	0	0%	0	0%	0	1%	1
48.....	0%	0	0%	0	1%	2	0%	0
49.....	0%	0	0%	0	0%	0	1%	1
51.....	0%	0	0%	0	1%	2	1%	1
52.....	0%	0	0%	0	1%	2	1%	1
53.....	0%	0	0%	0	1%	1	1%	1
54.....	0%	0	0%	0	1%	2	1%	1
56.....	0%	0	0%	0	1%	1	0%	0
57.....	0%	0	0%	0	2%	3	2%	3
58.....	0%	0	0%	0	0%	0	1%	1
59.....	0%	0	0%	0	1%	1	0%	0
60.....	0%	0	0%	0	0%	0	1%	1
61.....	0%	0	0%	0	0%	0	1%	2
62.....	0%	0	0%	0	0%	0	1%	1
66.....	0%	0	0%	0	0%	0	1%	1
68.....	0%	0	0%	0	1%	1	0%	0
69.....	0%	0	1%	1	0%	0	1%	1
72.....	0%	0	0%	0	0%	0	1%	1
75.....	0%	0	0%	0	0%	0	1%	1
76.....	0%	0	0%	0	0%	0	1%	1
80.....	0%	0	0%	0	0%	0	1%	1
81.....	0%	0	0%	0	0%	0	1%	1
86.....	0%	0	0%	0	0%	0	1%	1
94.....	0%	0	0%	0	0%	0	1%	1
98.....	0%	0	0%	0	1%	1	0%	0
102.....	0%	0	0%	0	0%	0	1%	1
127.....	0%	0	0%	0	0%	0	1%	1
Curriculum code								

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
1.....	0%	0	3%	5	0%	0	0%	0
21.....	2%	3	9%	14	1%	2	11%	16
22.....	0%	0	3%	5	0%	0	3%	5
23.....	1%	2	4%	6	0%	0	5%	8
24.....	17%	25	30%	45	9%	14	19%	28
25.....	0%	0	1%	2	0%	0	1%	2
26.....	5%	7	1%	2	3%	4	1%	1
27.....	1%	1	5%	8	1%	1	1%	1
28.....	3%	4	4%	6	2%	3	1%	2
29.....	0%	0	1%	1	0%	0	1%	1
56.....	0%	0	0%	0	0%	0	1%	1
77.....	0%	0	1%	1	0%	0	0%	0
116.....	1%	1	0%	0	0%	0	0%	0
118.....	1%	1	0%	0	1%	1	0%	0
156.....	1%	1	1%	2	3%	4	3%	5
157.....	1%	1	0%	0	1%	1	0%	0
172.....	1%	1	0%	0	1%	1	0%	0
180.....	0%	0	0%	0	1%	1	0%	0
202.....	0%	0	0%	0	1%	1	0%	0
203.....	3%	4	3%	4	1%	1	5%	8
209.....	1%	1	0%	0	1%	2	1%	2
210.....	1%	1	0%	0	0%	0	1%	1
211.....	0%	0	2%	3	0%	0	2%	3
212.....	2%	3	3%	4	3%	5	4%	6
213.....	7%	11	3%	5	9%	14	4%	6
216.....	3%	5	0%	0	4%	6	1%	2
218.....	1%	2	0%	0	2%	3	1%	1
219.....	1%	1	0%	0	0%	0	0%	0
221.....	0%	0	1%	1	0%	0	1%	2
224.....	1%	1	0%	0	0%	0	1%	1
226.....	0%	0	0%	0	1%	1	0%	0
234.....	3%	4	3%	4	1%	2	1%	2
235.....	0%	0	0%	0	1%	1	0%	0
245.....	0%	0	1%	1	0%	0	0%	0
246.....	1%	1	0%	0	1%	1	0%	0
247.....	0%	0	0%	0	0%	0	1%	1
248.....	0%	0	0%	0	0%	0	1%	1
251.....	1%	1	0%	0	1%	2	1%	2
260.....	1%	1	0%	0	1%	1	0%	0
261.....	0%	0	1%	1	0%	0	0%	0
272.....	0%	0	1%	1	0%	0	0%	0
289.....	0%	0	1%	1	0%	0	0%	0

Table 8
Respondent Characteristics by Sample Base Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
294.	2%	3	0%	0	4%	6	1%	1
400	0%	0	0%	0	1%	2	1%	1
462.	0%	0	0%	0	0%	0	1%	1
464.	1%	2	0%	0	1%	1	2%	3
476.	0%	0	0%	0	1%	1	0%	0
480	1%	2	0%	0	1%	1	0%	0
502.	1%	1	0%	0	0%	0	0%	0
513.	0%	0	0%	0	1%	1	1%	1
516.	1%	1	0%	0	0%	0	0%	0
529.	1%	2	1%	2	1%	1	1%	1
555.	1%	1	0%	0	0%	0	1%	1
624.	4%	6	0%	0	3%	4	1%	1
625.	2%	3	0%	0	3%	4	1%	2
634.	0%	0	0%	0	0%	0	1%	1
636.	0%	0	0%	0	1%	2	0%	0
648.	5%	8	2%	3	3%	5	3%	4
649.	3%	5	0%	0	1%	1	0%	0
650.	1%	2	0%	0	3%	4	0%	0
697.	2%	3	1%	1	6%	9	0%	0
699.	5%	8	7%	11	6%	9	5%	8
831.	2%	3	2%	3	1%	1	2%	3
836.	0%	0	0%	0	1%	1	0%	0
880.	4%	6	3%	4	5%	7	3%	5
881.	1%	2	0%	0	3%	4	1%	1
901.	2%	3	0%	0	1%	1	0%	0
902.	0%	0	1%	1	0%	0	0%	0
903.	1%	1	0%	0	0%	0	0%	0
905.	0%	0	0%	0	0%	0	1%	1
907.	0%	0	0%	0	1%	1	0%	0
908.	0%	0	0%	0	0%	0	1%	1
915.	0%	0	0%	0	1%	1	1%	1
921.	0%	0	0%	0	3%	4	0%	0
922.	1%	1	0%	0	0%	0	0%	0
925.	0%	0	1%	1	0%	0	0%	0
941.	0%	0	0%	0	1%	1	0%	0
942.	0%	0	0%	0	1%	1	1%	1
956.	0%	0	0%	0	1%	1	1%	1
966.	0%	0	0%	0	0%	0	1%	2
967.	1%	1	0%	0	1%	1	0%	0
968.	1%	1	0%	0	0%	0	0%	0
980.	1%	1	0%	0	0%	0	0%	0
981.	1%	2	1%	2	2%	3	1%	1

A-74

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Port-time		Returning + Full-time		Returning + Port-time	
Jurisdiction code								
1.....	1%	1	0%	0	1%	1	1%	2
2.....	3%	4	2%	3	0%	0	1%	2
3.....	1%	1	1%	1	0%	0	0%	0
5.....	0%	0	1%	1	2%	3	0%	0
7.....	1%	1	2%	3	3%	4	3%	4
8.....	2%	3	1%	1	0%	0	2%	3
10.....	1%	1	1%	2	2%	3	1%	2
12.....	1%	2	0%	0	0%	0	0%	0
13.....	0%	0	0%	0	1%	1	1%	1
14.....	0%	0	0%	0	1%	2	1%	1
15.....	1%	1	1%	1	0%	0	1%	1
16.....	0%	0	1%	1	1%	1	1%	1
17.....	0%	0	0%	0	1%	1	1%	1
18.....	0%	0	1%	1	0%	0	1%	2
20.....	1%	2	0%	0	1%	1	0%	0
21.....	1%	2	6%	9	1%	1	2%	3
22.....	1%	1	0%	0	0%	0	0%	0
24.....	1%	1	1%	2	1%	1	0%	0
26.....	1%	1	0%	0	1%	1	1%	1
27.....	1%	1	1%	2	0%	0	0%	0
28.....	1%	1	0%	0	0%	0	0%	0
29.....	11%	16	11%	16	9%	14	10%	15
30.....	0%	0	0%	0	0%	0	1%	2
32.....	1%	2	0%	0	0%	0	1%	1
33.....	1%	2	0%	0	1%	2	1%	2
34.....	1%	2	0%	0	1%	1	2%	3
35.....	1%	1	0%	0	0%	0	0%	0
36.....	1%	2	0%	0	1%	1	2%	3
37.....	0%	0	1%	1	1%	1	0%	0
38.....	0%	0	1%	1	0%	0	0%	0
39.....	1%	2	0%	0	0%	0	0%	0
40.....	0%	0	0%	0	1%	1	0%	0
41.....	1%	1	1%	1	0%	0	0%	0
42.....	2%	3	1%	2	1%	1	3%	5
43.....	2%	3	4%	6	2%	3	3%	4
44.....	0%	0	0%	0	2%	3	0%	0
46.....	0%	0	1%	1	0%	0	1%	1
47.....	1%	1	1%	1	0%	0	1%	2
49.....	0%	0	0%	0	0%	0	1%	1
51.....	0%	0	1%	1	0%	0	0%	0
52.....	0%	0	0%	0	1%	1	0%	0

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
53.....	2%	3	2%	3	1%	2	1%	1
54.....	1%	1	0%	0	0%	0	0%	0
55.....	1%	1	1%	1	0%	0	1%	1
56.....	1%	2	0%	0	0%	0	0%	0
57.....	1%	1	0%	0	0%	0	0%	0
58.....	1%	2	0%	0	1%	1	0%	0
59.....	1%	1	0%	0	0%	0	0%	0
60.....	1%	2	0%	0	1%	2	1%	2
64.....	0%	0	0%	0	1%	1	1%	1
65.....	0%	0	1%	1	0%	0	0%	0
66.....	0%	0	1%	1	2%	3	1%	1
67.....	0%	0	1%	2	0%	0	1%	1
68.....	0%	0	1%	1	1%	1	1%	1
69.....	0%	0	1%	1	0%	0	0%	0
70.....	0%	0	1%	1	1%	2	0%	0
71.....	1%	1	0%	0	0%	0	0%	0
72.....	1%	1	1%	1	1%	1	0%	0
73.....	0%	0	0%	0	1%	1	1%	1
74.....	4%	6	5%	7	5%	7	3%	4
75.....	1%	1	0%	0	2%	3	0%	0
76.....	0%	0	1%	1	0%	0	0%	0
77.....	0%	0	1%	1	0%	0	1%	1
78.....	1%	1	3%	4	3%	4	4%	6
80.....	0%	0	0%	0	1%	1	0%	0
81.....	1%	2	0%	0	1%	2	0%	0
83.....	1%	2	0%	0	1%	1	1%	2
84.....	2%	3	0%	0	0%	0	0%	0
86.....	1%	2	1%	1	2%	3	0%	0
87.....	1%	2	1%	1	0%	0	1%	1
90.....	0%	0	1%	1	2%	3	2%	3
91.....	0%	0	0%	0	0%	0	1%	2
92.....	2%	3	0%	0	1%	2	1%	1
93.....	0%	0	0%	0	1%	1	1%	1
94.....	0%	0	1%	1	3%	4	1%	2
95.....	1%	1	0%	0	0%	0	1%	1
96.....	0%	0	0%	0	1%	1	1%	1
120.....	3%	5	3%	5	7%	11	3%	5
140.....	1%	1	0%	0	1%	2	0%	0
160.....	0%	0	0%	0	0%	0	1%	1
180.....	0%	0	1%	2	1%	1	0%	0
200.....	1%	2	1%	1	2%	3	1%	1
220.....	1%	1	0%	0	1%	1	0%	0

A-76

(continued)

Table 8
Respondent Characteristics by Sample Basis Groups

	Combination of student status and enrollment status							
	New or Transfer + Full-time		New or Transfer + Part-time		Returning + Full-time		Returning + Part-time	
240.....	0%	0	1%	1	0%	0	0%	0
260.....	0%	0	1%	2	0%	0	1%	1
280.....	3%	5	0%	0	0%	0	2%	3
300.....	1%	1	1%	1	0%	0	1%	1
320.....	1%	2	0%	0	0%	0	0%	0
340.....	0%	0	1%	1	0%	0	0%	0
360.....	1%	1	1%	2	1%	2	0%	0
400.....	0%	0	3%	5	3%	5	3%	4
420.....	2%	3	0%	0	0%	0	0%	0
440.....	0%	0	0%	0	0%	0	1%	1
480.....	1%	2	0%	0	0%	0	1%	1
490.....	1%	1	0%	0	0%	0	0%	0
495.....	0%	0	0%	0	0%	0	1%	1
500.....	1%	1	0%	0	0%	0	0%	0
520.....	1%	1	3%	4	3%	4	2%	3
540.....	3%	5	1%	1	2%	3	2%	3
600.....	1%	1	3%	5	1%	2	3%	4
620.....	1%	1	1%	1	0%	0	1%	1
640.....	2%	3	5%	7	2%	3	1%	2
660.....	0%	0	1%	2	0%	0	1%	2
680.....	0%	0	0%	0	1%	2	0%	0
700.....	1%	1	0%	0	0%	0	0%	0
740.....	0%	0	0%	0	1%	2	1%	1
760.....	5%	8	7%	11	5%	7	11%	16
780.....	1%	1	1%	1	1%	2	0%	0
820.....	1%	2	1%	2	0%	0	0%	0
901.....	1%	1	1%	1	0%	0	1%	1
904.....	0%	0	1%	1	0%	0	0%	0
905.....	0%	0	1%	1	0%	0	0%	0
910.....	0%	0	0%	0	1%	1	0%	0
911.....	0%	0	1%	1	0%	0	0%	0
933.....	0%	0	0%	0	0%	0	1%	1
939.....	1%	1	0%	0	0%	0	0%	0
943.....	0%	0	1%	2	1%	1	0%	0
944.....	1%	1	0%	0	0%	0	0%	0
948.....	0%	0	1%	1	0%	0	0%	0
949.....	1%	1	1%	1	1%	1	0%	0
955.....	0%	0	1%	1	0%	0	0%	0
960.....	2%	3	1%	1	1%	2	0%	0

Table 9

Other Important Factors in the
Decision to Attend a Community College¹

NEW, FULL-TIME RESPONDENTS

- 2001 - Cost
- 2004 - Location; cost
- 2008 - Cost
- 2011 - In state; easier to get into a four-year institution
- 2012 - less expensive
- 2013 - Closeness; take basic classes for a four-year institution
- 2018 - Associate degree
- 2020 - Cost; close to home
- 2022 - Location
- 2024 - Have a baby; In the extended learning program
- 2026 - Wanted to stay around and play music
- 2031 - Same education for less money
- 2034 - Prepare for college
- 2039 - Stepfather wants me to help out with his job
- 2040 - Price
- 2047 - Close to home
- 2055 - The price; to be home with my fiance
- 2057 - Size
- 2060 - Wanted to decide career goals
- 2061 - Mary Baldwin program
- 2062 - Location; price
- 2063 - High school grades not up to par
- 2064 - Challenge
- 2067 - Price
- 2069 - To prepare for a four-year school
- 2076 - Needed to be in college to be on parents' insurance
- 2077 - Close to home
- 2079 - Economical
- 2084 - Training for my occupation
- 2086 - Transferred to community college to get GPA up
- 2092 - Location
- 2094 - Improving GPA before going to a state school
- 2096 - Cost
- 2099 - Being near home
- 2101 - Advancement
- 2103 - More personal attention - small classes - individual attention
- 2104 - Parents and sister
- 2107 - Job
- 2109 - One-on-one basis with instructors
- 2111 - Low cost; closer; had program no other colleges had

¹Case identification numbers are listed prior to the verbatim responses.

- 2113 - To get in the swing of things
- 2115 - Cheaper
- 2118 - Hassle free
- 2119 - Money
- 2120 - Get into feel of college; bring grades up for university
- 2121 - Get better job
- 2126 - Persuasion of parents
- 2138 - Convenient; low cost
- 2143 - Money
- 2144 - Extend knowledge goals
- 2145 - Cost
- 2147 - Cost; individual teaching
- 2149 - Wants to go to a four-year university
- 2152 - Location
- 2153 - Heard of special program for housewives - paid tuition, etc.
- 2154 - Cost
- 2155 - Location
- 2159 - Price; close by; part-time work
- 2163 - Grades not good enough for four-year college
- 2167 - Only one in area with courses offered
- 2170 - Need one more credit
- 2172 - Didn't get college wanted
- 2175 - Less expensive
- 2179 - Location
- 2180 - Better than staying at home
- 2183 - Classes; location
- 2186 - Less expensive; was out of school for a while
- 2188 - Get adjusted to college
- 2199 - Smaller; program for LD people
- 2202 - Want to transfer to a four-year college
- 2207 - Needed some help to prepare for a four-year
- 2216 - Close to home
- 2218 - Two places with vet technology
- 2234 - Cheaper
- 2251 - Extending skills to go on to four-year college
- 2265 - Learn more

NEW PART-TIME RESPONDENTS

- 3008 - Close to home
- 3012 - Personal enrichment
- 3014 - Size
- 3019 - Inexpensive; close to home
- 3022 - Self accomplishment
- 3031 - Curriculum
- 3032 - To get a degree and establish a career
- 3037 - Get back in the swing of school
- 3051 - Cost
- 3053 - Location
- 3054 - Smaller college and felt I could receive more attention
- 3055 - Improve self to impress university

- 3056 - Closer, convenient (married with one child)
- 3057 - Availability of course; evening course
- 3059 - Offered art course for personal interest
- 3060 - Particular class is very interesting, only taking one right now
- 3063 - Went because it worked in schedule; economical
- 3065 - School is very close; cost is good
- 3069 - Preparation for college
- 3070 - My job is paying full costs of classes
- 3082 - Cost; location
- 3084 - Financial
- 3088 - Needed more skills
- 3089 - Higher education
- 3095 - Low cost
- 3097 - Close to home; fits with work schedule
- 3098 - Closest place to get course
- 3104 - Offered tennis course
- 3117 - Locality
- 3121 - Offer class
- 3122 - Night time schedule
- 3127 - Education
- 3134 - Cheaper
- 3135 - Convenient; economical
- 3140 - Convenient
- 3144 - Knowledge
- 3155 - Rather go to two-year college
- 3162 - Had a two-year child care program
- 3163 - Wanted to get more math courses in
- 3173 - To learn English better
- 3175 - Required by present job
- 3181 - Husband pass (sic)
- 3183 - Taking course for home computer
- 3193 - To get a better education
- 3195 - Undecided
- 3203 - Wants to transfer to MBA program
- 3210 - Things they had to offer for short periods of time
- 3218 - Money
- 3221 - Cost
- 3226 - Cost
- 3234 - Want to improve my English
- 3242 - Money
- 3257 - Start out small
- 3264 - Location
- 3266 - Location
- 3274 - Credits toward high school diploma
- 3275 - Location; cost
- 3280 - Cost

RETURNING, FULL-TIME RESPONDENTS

- 1002 - Co-op program
- 1005 - Transfer to ODU
- 1007 - Program

- 1010 - Feel for college
- 1014 - Flexibility
- 1022 - Cost mainly
- 1025 - Finances
- 1026 - Money
- 1028 - Closer
- 1038 - They had dental hygiene program
- 1042 - Cost
- 1044 - Less expensive
- 1048 - Improve grades
- 1050 - Better paying job
- 1051 - Lower cost
- 1054 - Closer to home
- 1055 - Did not have high GPA in high school, wanted to improve grades
- 1059 - Improve GPA
- 1060 - Close to job
- 1061 - Cost; distance
- 1064 - Financial
- 1071 - Close to home
- 1075 - Money
- 1077 - Expense; size
- 1079 - Didn't feel ready for four-year college
- 1082 - Availability of funds
- 1084 - Grades
- 1086 - Conditioning
- 1092 - VCU was not a good college, want to transfer to another four-year college
- 1093 - Cheaper
- 1094 - Close to home; finances
- 1102 - Want stability in my life
- 1105 - Locality
- 1110 - Money
- 1114 - Locality
- 1116 - Location, convenience
- 1118 - Take time and learn
- 1133 - Expense
- 1135 - Bring grades up
- 1138 - Location; finances
- 1139 - Didn't know which direction
- 1144 - The cost
- 1145 - Offer courses
- 1146 - Financial aid
- 1147 - To pay for college was important
- 1149 - Good college academics
- 1155 - More economical; close to home
- 1158 - Location; cheaper
- 1159 - Closeness
- 1160 - Cost
- 1163 - Cheaper
- 1165 - Improve grades
- 1170 - Close to home
- 1181 - Price
- 1185 - Being an RN in two years vs. four years

- 1194 - Close to home
- 1199 - Closer locale
- 1202 - Location
- 1210 - Location
- 1214 - Financial; deciding what course to take for major
- 1215 - To raise social status
- 1216 - Cheaper for same type of education
- 1220 - Good start for four-year college
- 1224 - Regret dropping out of high school
- 1225 - Didn't know where I wanted to go
- 1239 - Cost
- 1241 - Transportation
- 1243 - Work related
- 1256 - Economic
- 1257 - Money
- 1263 - Money
- 1267 - Location; cost
- 1275 - Closeness
- 1276 - Financial reasons
- 1281 - Semester system
- 1282 - Location; program
- 1284 - Know the faculty
- 1289 - Learning

RETURNING, PART-TIME RESPONDENTS

- 4004 - Close to home
- 4005 - Opportunities
- 4007 - Cost
- 4008 - Inexpensive; fulfillment
- 4009 - Convenience
- 4016 - Location; finances
- 4017 - Price; close to home
- 4019 - Financing college career, no student loans
- 4020 - Close
- 4025 - Did not finish high school
- 4026 - Distance
- 4027 - Needed education because I'm a single parent
- 4031 - Access
- 4034 - To improve a grade
- 4036 - Close and handy
- 4048 - Close location; reasonable prices
- 4051 - Convenience; scheduling; price
- 4057 - Easier to get in than four-year
- 4059 - Finances, wasn't able to attend a college when younger
- 4060 - Money
- 4063 - Cost
- 4070 - Close to home; inexpensive
- 4071 - Closer relationship with teachers
- 4079 - Enjoy what you are taking
- 4084 - Chose because of the quarter system
- 4087 - Tuition free for senior citizens
- 4092 - Employer already had arrangement with college

4095 - Wanted a community college education
4100 - Programs offered; convenience
4106 - Location
4107 - Closer; cheaper; take what I can before ODU
4111 - Around hours you work now
4113 - Smaller classes
4124 - Cost; location
4127 - Get more English and math skills
4129 - Cost
4136 - Money
4139 - Finances
4140 - Location; cost
4147 - Money, cost
4154 - Convenience
4158 - Location
4165 - Cost
4177 - Transfer to a four-year university
4183 - Cost
4186 - Company is paying
4192 - Just starting out in school again
4194 - Divorced mother of two, felt skills were not up to par
4195 - Enjoy school
4196 - Location
4199 - Cost
4208 - Location; cost
4209 - Proximity; cost
4212 - Cost
4222 - Convenience; expense
4223 - Cost; convenience
4229 - Money
4233 - Convenience; cost
4237 - Cost
4244 - Cost; convenience
4246 - Convenience
4248 - Nothing better to do
4254 - Get out of the field I was in
4257 - Paid for by job
4258 - Attended four-year college
4265 - Cost
4268 - Location; people
4276 - Location
4277 - Cost
4278 - Classes of campus (sic)
4279 - Cost
4280 - Convenience
4284 - Money
4283 - Job oriented
4286 - Money, lots cheaper
4287 - Cheaper
4290 - Cost
4291 - Money
4293 - Distance

Table 10

Other Important Factors in the
Decision to Attend Respondent's Community College'

NEW, FULL-TIME RESPONDENTS

- 2004 - Financial aid
- 2011 - Because my brother went
- 2018 - Financial aid, Pell grant
- 2020 - More relaxed; prepared me for high school
- 2022 - Location
- 2026 - Location
- 2031 - Good reputation
- 2040 - Car pooling
- 2057 - Size
- 2059 - Transfer of credits
- 2063 - Very good cost; close to home geographically
- 2064 - Teachers seem to care
- 2069 - To get school records and grades, in order (sic)
- 2070 - Cost
- 2081 - Reputation of college
- 2091 - Had to raise GPA
- 2092 - Program that transfers
- 2094 - Knew a lot of people who were going there
- 2101 - Cost
- 2105 - Knowing that classes would transfer to four-year college
- 2107 - Courses
- 2111 - Everything in curriculum
- 2135 - Liked the staff
- 2145 - Friends; location
- 2166 - Reputation of school
- 2167 - Only school that had A&P certification through FAA
- 2188 - Close to home
- 2199 - Not ready to go on to higher college
- 2202 - My parents
- 2208 - Bringing grades up
- 2224 - Operation program was important
- 2265 - Want to be a nurse aide

NEW, PART-TIME RESPONDENTS

- 3007 - Due to poor math
- 3012 - Senior citizen, can only audit classes due to law
- 3035 - Job advancement
- 3047 - Referral
- 3054 - Locality

'Case identification numbers are listed prior to the verbatim responses.

- 3057 - Close, downtown campus
- 3058 - Convenience
- 3065 - Familiar with school, husband teaches there
- 3070 - Offered satellite course in Williamsburg area
- 3082 - Offer course needed
- 3084 - Transfer to four-year college
- 3088 - Like the courses
- 3089 - Location
- 3092 - Very interesting course; close to home
- 3098 - Offered course on Saturday
- 3099 - Only community college on the Peninsula
- 3127 - Program
- 3150 - Classes are transferable
- 3163 - Raise my grade point average
- 3175 - Comes to my place of work to teach
- 3195 - Nice place
- 3225 - Credits will transfer; exchange program; running contracts
- 3227 - Helped me decide if I wanted to stay in college
- 3228 - Company paid for Management class
- 3229 - Possibility of getting a better paying job

RETURNING, FULL-TIME RESPONDENTS

- 1011 - Only school that provided co-op program
- 1018 - Choose major
- 1020 - Have an easy transfer policy
- 1028 - Because I can work and go to school conveniently
- 1038 - Closest dental program even though it is in Virginia
- 1040 - Other people
- 1050 - Didn't know what to expect
- 1051 - Closer to me
- 1061 - Location
- 1082 - Housing
- 1084 - Location
- 1086 - Location; courses offered
- 1097 - Good reputation
- 1117 - Was able to take general courses to get grades up
- 1118 - Smaller classes
- 1133 - Co-op program
- 1144 - Compliments on the nursing program
- 1145 - Curriculum
- 1149 - Good teachers, serious teachers
- 1153 - Location; knew people who were there
- 1155 - Only community college that offered program; close to home
- 1175 - Higher accreditation for my program
- 1181 - Close to home
- 1197 - Lower costs; great professors; locale
- 1220 - Wonderful professors
- 1224 - Want to get GED and get off aid
- 1235 - A grant; I like that particular college
- 1236 - Preparation

- 1241 - Associate degree
- 1243 - Location; recommended
- 1258 - Not prepared because of language
- 1259 - Close; nice school; good program
- 1281 - Improved academics

RETURNING, PART-TIME RESPONDENTS

- 4009 - Only one offering class
- 4025 - Gave me placement tests to get in
- 4027 - Cost fits education fund from army
- 4031 - Help from instructors
- 4037 - Programs that will transfer
- 4048 - Good program
- 4051 - Small class, individual attention
- 4063 - Helpfulness of the college -- 80% of the staff was good
- 4065 - Offered particular classes that I wanted to take
- 4071 - Friends had a good opinion about the school
- 4088 - Dealt with my hobbies
- 4124 - Don't have to drive across bridge
- 4127 - Good English resource center
- 4129 - Evening class (married and night school)
- 4132 - Friends
- 4135 - Smaller classes
- 4136 - Job opportunity
- 4140 - Expanding
- 4159 - Credits transfer easily
- 4177 - Night courses
- 4192 - Wanted to share with people
- 4194 - Receive grant; night courses; jt program (sic)
- 4195 - Involved in an activity
- 4212 - Convenience
- 4222 - Convenience; expense; can do and still work
- 4229 - Convenient to get there
- 4265 - Atmosphere
- 4276 - Extra help
- 4286 - High rating of program (nursing)
- 4293 - Flexible; low requirements

Table 11

For Respondents Undecided About Next Spring Enrollment:
What Are Most Important Factors in Making Decision?

NEW, FULL-TIME RESPONDENTS

- 2001 - Have to do with classes
- 2027 - May transfer to a four-year university
- 2039 - Grades
- 2041 - How my grades are
- 2059 - I'll be moving
- 2066 - If I need credit to transfer
- 2069 - Whether I get admitted to a four-year college
- 2120 - If grades aren't good enough to transfer
- 2129 - More interest
- 2144 - Offered classes I wanted
- 2152 - Grades
- 2175 - If accepted to a four-year college
- 2179 - What credits will transfer to a four-year college
- 2200 - How well I do in current courses
- 2208 - If grades are high enough, will transfer to new school
- 2216 - Major: need to decide one
- 2225 - How good I do
- 2228 - Depends on if I get admitted to another college
- 2235 - If classes are available
- 2258 - Depends on if getting into a university

NEW, PART-TIME RESPONDENTS

- 3003 - Depends on if I go back to a four-year school
- 3009 - Current employment
- 3014 - Might go to VCU
- 3018 - Time
- 3025 - Availability of courses
- 3032 - How much I learn this semester; how I like program
- 3034 - Course availability
- 3035 - Class availability
- 3047 - If courses are available
- 3051 - Having interesting course
- 3053 - If stays in area (military)
- 3059 - If successful at finding full-time employment
- 3060 - If class is available and pertains to job
- 3063 - Whether distance works into schedule; convenience
- 3065 - Husband is in military (if they are still in area)
- 3069 - Cost

'For respondents answering "yes, probably," "uncertain," or "no, probably not" to: "Do you plan to enroll in your community college next semester, that is, spring, 1990?" Case identification numbers are listed prior to verbatim responses.

- 3071 - Pertain to job
- 3076 - Pregnant
- 3081 - Further welding courses and education
- 3096 - Depends on present course outcome
- 3104 - Other recreational courses
- 3105 - Cost
- 3106 - Course offering
- 3114 - Availability of courses
- 3119 - Not sure what classes to take
- 3121 - Should be finished
- 3134 - Scholarship
- 3139 - Right classes on right day (around work schedule)
- 3147 - Finishing this semester
- 3156 - Availability of courses
- 3175 - If they have advanced course
- 3183 - Depends on courses offered
- 3210 - If courses offered at good times & location
- 3225 - Time
- 3226 - Grades
- 3227 - Depends on if I like what I am doing; courses offered
- 3239 - Don't know
- 3247 - Depends on job
- 3253 - Don't know
- 3260 - If the classes are available
- 3264 - If there is something more I need
- 3269 - Availability of class; cost
- 3274 - Times of classes; credits; cost
- 3275 - If they offer the course I need
- 3279 - If they offer ABA classes
- 3294 - Availability of courses

RETURNING, FULL-TIME RESPONDENTS

- 1011 - Wants to get second degree, will decide
- 1025 - Accepted to other college
- 1026 - Money
- 1040 - Depends on job
- 1057 - Waiting to see if I am accepted to a university
- 1071 - Another job
- 1084 - George Mason University
- 1094 - Degree
- 1159 - Will be working
- 1181 - Transfer to four-year college
- 1206 - Insurance carried (workman's compensation)
- 1210 - Money to afford four-year college
- 1223 - My grades this quarter
- 1227 - How well current job goes
- 1243 - Classes
- 1252 - Lack of time
- 1255 - Cost

RETURNING, PART-TIME RESPONDENTS

- 4004 - Availability
- 4008 - Personal obligations
- 4009 - Time to attend classes
- 4012 - If all transfers go through
- 4014 - Availability of courses
- 4016 - Availability
- 4017 - If courses available
- 4027 - Has an offer for full-time job (time)
- 4034 - Because the other classes I need will be taken at my
four-year college
- 4036 - Transfer to ODU
- 4038 - Course availability
- 4057 - Continue learning for career purposes
- 4063 - I am moving
- 4070 - Courses offered
- 4081 - If I pass
- 4091 - Whether I decide to take more courses
- 4100 - To continue where I am
- 4106 - Same instructor
- 4119 - Complete courses
- 4130 - Courses
- 4156 - If class isn't offered at VCU at convenient time
- 4163 - Classes
- 4181 - Teacher
- 4183 - Depend on my current class, if it's a value to continue
- 4193 - Performance in this semester's classes
- 4196 - Availability of electronics program
- 4197 - Not sure
- 4204 - Computer classes, what will be offered
- 4219 - If I'm available
- 4247 - Going to ODU
- 4248 - Cost
- 4260 - Availability of night class
- 4267 - Money
- 4279 - Cost
- 4287 - What credits you need for transfer
- 4288 - Quality of instructors
- 4293 - If I succeed this time

APPENDIX B

SURVEY INSTRUMENT

SCHEV - COMMUNITY COLLEGE STUDY

>fac1< First, we'd like to know how important certain factors were in your decision to attend a community college.

Was a desire to prepare for transfer to a four-year college or university VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT VERY IMPORTANT, or NOT AT ALL IMPORTANT?

[loc 17/1]

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

<w> Not enrolled at a community college (VOL.) [goto sry]

—>

>fac2< How important was a desire to acquire basic skills for further learning?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

—>

>fac3< How important was gaining a sense of personal accomplishment?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

—>

>fac4< How important was a desire to acquire general knowledge?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW

<9> NO ANSWER

————>

>fac5< How important was a desire to prepare for an occupation or career?

- <1> VERY IMPORTANT [goto occ]
- <2> SOMEWHAT IMPORTANT [goto occ]
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

————> [goto fac6]

>occ< Which of the following occupational goals is most important to you at this time?

- <1> TO PREPARE FOR YOUR FIRST FULL-TIME JOB
- <2> TO IMPROVE YOUR SKILLS ON YOUR PRESENT JOB
- <3> TO PREPARE FOR A NEW OCCUPATION

- <5> OTHER (SPECIFY) [specify]
- <8> DON'T KNOW
- <9> NO ANSWER

————> [goto fac6]

>fac6< Were there any other factors that were important to you in deciding to attend a community college?
[allow 2]

- <1> YES (SPECIFY) [specify]
- <2> NO

- <8> DON'T KNOW
- <9> NO ANSWER

————>

>chk1< Our information shows that you attend [fill coll]
Community College. Is that correct?

- <1> YES
- <2> NO [goto ncol]
- <9> NO ANSWER [goto T866]

<w> Not enrolled at a community college [goto sry]

————> [goto col1]

>ncol< What community college are you currently attending?

<275> NEW RIVER	<276> SOUTHSIDE VA.
<277> PAUL D CAMP	<278> RAPPAHANNOCK
<279> DANVILLE	<280> NORTHERN VA.
<282> PIEDMONT VA.	<283> J S. REYNOLDS
<284> EASTERN SHORE	<285> PATRICK HENRY
<286> VIRGINIA WESTERN	<287> D. S. LANCASTER
<288> WYTHEVILLE	<290> JOHN TYLER
<291> BLUE RIDGE	<292> CENTRAL VIRGINIA
<293> THOMAS NELSON	<294> SOUTHWEST VA.
<295> TIDEWATER	<296> VA. HIGHLANDS
<297> GERMANNA	<298> LORD FAIRFAX
<299> MOUNTAIN EMPIRE	
<0> OTHER (SPECIFY) [specify]	

<999> NO ANSWER

<w> Not enrolled at a community college [goto sry]

—>

```
>T866< [if ncol eq <275>] [store <New River> in coll] [else]
[if ncol eq <276>] [store <Southside Va.> in coll] [else]
[if ncol eq <277>] [store <Paul D Camp> in coll] [else]
[if ncol eq <278>] [store <Rappahannock> in coll] [else]
[if ncol eq <279>] [store <Danville> in coll] [else]
[if ncol eq <280>] [store <Northern Va.> in coll] [else]
[if ncol eq <282>] [store <Piedmont Va.> in coll] [else]
[if ncol eq <283>] [store <J. S. Reynolds> in coll] [else]
[if ncol eq <284>] [store <Eastern Shore> in coll] [else]
[if ncol eq <285>] [store <Patrick Henry> in coll] [else]
[if ncol eq <286>] [store <Virginia Western> in coll] [else]
[if ncol eq <287>] [store <D. S. Lancaster> in coll] [else]
[if ncol eq <288>] [store <Wytheville> in coll] [else]
[if ncol eq <290>] [store <John Tyler> in coll] [else]
[if ncol eq <291>] [store <Blue Ridge> in coll] [else]
[if ncol eq <292>] [store <Central Virginia> in coll] [else]
[if ncol eq <293>] [store <Thomas Nelson> in coll] [else]
[if ncol eq <294>] [store <Southwest Va.> in coll] [else]
[if ncol eq <295>] [store <Tidewater> in coll] [else]
[if ncol eq <296>] [store <Va. Highlands> in coll] [else]
[if ncol eq <297>] [store <Germanna> in coll] [else]
[if ncol eq <298>] [store <Lord Fairfax> in coll] [else]
[if ncol eq <299>] [store <Mountain Empire> in coll] [else]
[if ncol eq <0>] [store <your current> in coll] [else]
[if ncol eq <999>] [store <your current> in coll] [else]
[if chk1 eq <9>] [store <your current> in coll]
[endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
[endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
[endif] [endif] [endif] [endif] [endif] [endif] [endif] [endif]
```

>col1< We'd like to know how important certain factors were in your decision to attend [fill coll] Community College.

Was the location of [fill coll]

Community College VERY IMPORTANT, SOMEWHAT IMPORTANT,
NOT VERY IMPORTANT, or NOT AT ALL IMPORTANT?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

→
>col2< How important was the cost of [fill coll]
Community College?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

→
>col3< How important was the availability of the courses or
program that you want to take?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

→
>col4< How important was the quality of teaching?

- <1> VERY IMPORTANT
- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

→
>col5< How important was the open admissions policy?

EXPLAIN IF NECESSARY: (that is, the policy of admitting
anyone with a high school diploma or GED)

- <1> VERY IMPORTANT

- <2> SOMEWHAT IMPORTANT
- <3> NOT VERY IMPORTANT
- <4> NOT AT ALL IMPORTANT

- <8> DON'T KNOW
- <9> NO ANSWER

————>

>col6< Were there any other factors that were important to you
in deciding to attend [fill coll]
Community College? [allow 2]

- <1> YES (SPECIFY) [specify]
- <2> NO

- <8> DON'T KNOW
- <9> NO ANSWER

————>

>when< At about what time did you decide to attend
[fill coll] Community College
this fall term? Did you decide ...

- <1> WITHIN ONE MONTH OF THE BEGINNING OF THE
SEMESTER?
- <2> MORE THAN ONE MONTH, BUT LESS THAN THREE MONTHS
BEFORE THE BEGINNING OF THE SEMESTER?
- <3> MORE THAN THREE MONTHS BEFORE THE BEGINNING OF
THE SEMESTER?
- <8> DON'T KNOW / CAN'T REMEMBER
- <9> NO ANSWER

————>

>degr< Do you plan to complete a community college program, that
is, a degree, diploma, or certificate?

PROBE: IF YES, Would you say definitely yes or
probably yes?

IF NO, Would you say definitely no or probably
no?

- <1> YES, DEFINITELY [goto comp]
- <2> YES, PROBABLY [goto comp]
- <3> UNCERTAIN
- <4> NO, PROBABLY NOT
- <5> NO, DEFINITELY NOT
- <9> NO ANSWER

==> [goto spr]

>comp< About how long do you expect it to take to complete this program?

NOTE: DON'T KNOW=98; NO ANSWER=99

ENTER NUMBER OF YEARS ==>
[allow 2]

>mocp< [no erase] ENTER NUMBER OF MONTHS ==>
[allow 2]

>spr< Do you plan to enroll in [fill coll]
Community College next semester, that is, spring, 1990?

PROBE: IF YES, Would you say definitely yes or
probably yes?

IF NO, Would you say definitely no or probably
no?

- <1> YES, DEFINITELY
- <2> YES, PROBABLY [goto why1]
- <3> UNCERTAIN [goto why1]
- <4> NO, PROBABLY NOT [goto why1]
- <5> NO, DEFINITELY NOT

<9> NO ANSWER

==> [goto corr]

>why1< What factors will be most important to you in deciding
whether or not to enroll for the spring, 1990, semester?
[allow 3]

(ENTER 3 SLASHES AFTER RESPONSE)

==> [specify]

>corr< [allow 2]

>T837< [if hsyr eq <> goto wgrd]

>hs87< The information we received from the State Council on
Higher Education indicates that you earned your high
school diploma in 19 [fill hsyr].

Is this information correct?

- <1> YES [goto R500]
- <2> NO [goto hs2]
- <8> DON'T KNOW / CAN'T REMEMBER

<9> NO ANSWER

——> [goto R500]

>hs2< What is your correct year of graduation? [allow 2]

(USE 98 FOR DON'T KNOW/DON'T REMEMBER)

(USE 99 FOR NO ANSWER)

(USE 01 FOR GED)

ENTER CORRECT YEAR: 19__ ———> [goto R501]

>wgrd< When did you earn your high school diploma? [allow 2]

(USE 98 FOR DON'T KNOW/DON'T REMEMBER)

(USE 99 FOR NO ANSWER)

(USE 01 FOR GED)

ENTER CORRECT YEAR: 19__ ———>

>R499< [store wgrd in corr] [goto R502]

>R500< [store hsyrr in corr] [goto R502]

>R501< [store hs2 in corr] [goto R502]

>R502< [if corr lt <85> goto appl]
[if corr ge <85> goto adv]

>adv< Did you receive a standard or advanced diploma
when you graduated from high school?

EXPLAIN IF NECESSARY:

Standard = 21 credits as of 1988, up from 20;
2 years of math and science;
3rd year of math or science;
no foreign language

Advanced = 23 credits as of 1988, up from 22;
3 years of math, science, and
social studies;
foreign language required

<1> STANDARD

<2> ADVANCED

<3> OTHER KIND OF DIPLOMA

<8> DON'T KNOW

<9> NO ANSWER

——>

>appl< Did you apply for admission to a four-year college or
university before you enrolled in [fill coll]
Community College for the first time?

<1> YES [goto trn1]

<2> NO

<8> DON'T REMEMBER

<9> NO ANSWER

——> [goto cos1]

>trn1< Were you accepted for admission by the college or university at that time?

<1> YES

<2> NO

<8> DON'T REMEMBER

<9> NO ANSWER

——> [goto cos1]

>cos1< We'd like to know how expensive you think [fill coll] Community College is compared to other types of schools.

Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a four-year state supported (public) college or university?

<1> LESS

<2> MORE

<3> ABOUT THE SAME

<4> DEPENDS ON THE PARTICULAR PUBLIC COLLEGE OR UNIVERSITY

<8> DON'T KNOW

<9> NO ANSWER

——>

>cos2< Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a four-year private college or university?

<1> LESS

<2> MORE

<3> ABOUT THE SAME

<4> DEPENDS ON THE PARTICULAR PRIVATE COLLEGE OR UNIVERSITY

<8> DON'T KNOW

<9> NO ANSWER

——>

>cos3< Does [fill coll] Community College cost LESS, MORE, or ABOUT THE SAME as a school where you can learn a trade or occupation, like a computer programming institute,

medical assistants training program, or a business college?

- <1> LESS
- <2> MORE
- <3> ABOUT THE SAME
- <4> DEPENDS ON THE PARTICULAR SCHOOL OR
TRAINING PROGRAM
- <8> DON'T KNOW
- <9> NO ANSWER

==>

>empl< Are you currently employed in addition to attending
[fill coll] Community College?

- <1> YES [goto emst]
- <2> NO
- <9> NO ANSWER

==> [goto MOD7]

>emst< Are you currently employed full-time or part-time?

- <1> FULL-TIME
- <2> PART-TIME
- <9> NO ANSWER

==> [goto MOD7]

APPENDIX C

SAMPLE SIZE AND SAMPLING ERROR CHART

SAMPLE SIZE AND SAMPLING ERROR (95 percent confidence level)

